DOCUMENT RESUME

ED 160 644 TM 007 821

TITLE Process Evaluation: A Comprehensive Study of Outliers. (Revised, May 1978).
INSTITUTION Maryland State Dept. of Education, Baltimore.; Maryland Univ., Baltimore, Center of Educational Research and Development.
PUB DATE Feb 78
NOTE 201p.

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS *Academic Achievement; Educational Accountability; Educational Assessment; *Educational Quality; Elementary Education; Formative Evaluation; *Institutional Characteristics; Parent Influence; *Principals; Questionnaires; State Surveys; Student Characteristics; *Success Factors; Teacher Characteristics; *Teacher Influence
IDENTIFIERS Maryland

ABSTRACT

As part of the Maryland Accountability Program, basic skills test scores were used to identify eighteen high residual (HRS) and twelve low residual (LRS) elementary schools--schools with generally high or low student achievement. Questionnaires were administered to teachers, principals, students, and teacher aides to identify susbstantial differences between HRS and LRS. A number of positive factors were associated with the high-achieving schools. Principals exercised strong leadership, participated in the classroom, and had high expectations for student and teacher performance. School staff had greater experience, more variety of educational background, and read more educational journals. Parent-teacher relationships were reported as satisfactory. Teachers received high ratings from their principals, were satisfied with opportunities to try new things, expected greater student performance, and reported positive attitudes about education. Teacher aides were used for non-teaching supervision, and worked across all grades with primarily small, low-ability student groups. Schools tended to have open space facilities but traditional curricula, longer days, more team teaching, and smaller classes. Students were rated as highly motivated, had higher socioeconomic status, and had fewer discipline problems. The questionnaires are appended. (Author/GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160644

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCESS EVALUATION

A Comprehensive Study of Outliers

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marjorie Vale

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The Maryland State Department of Education

with the assistance of

The Center of Educational Research and Development

University of Maryland

TM007 821

PROCESS EVALUATION

A COMPREHENSIVE STUDY OF OUTLIERS

(Revised, May 1978)

The Maryland State Department of Education
With the Assistance of
Center for Educational Research & Development
University of Maryland
February 1978

MARYLAND STATE BOARD OF EDUCATION

Members of the Board		Year Term Ends
Richard Schifter President	Bethesda	1979
William G. Sykes Vice President	Baltimore	1981
G. George Asaki	Pasadena	1982
Mary Elizabeth Ellis	Salisbury	1978
William M. Goldsborough	Oakland	1979
Joanne T. Goldsmith	District Heights	1980
Albertine T. Lancaster	California	1981
Lawrence Miller	Baltimore	1982
Charles E. Thompson	Baltimore	1980

SECRETARY-TREASURER OF THE BOARD AND
STATE SUPERINTENDENT OF SCHOOLS

David W. Hornbeck

DEPUTY STATE SUPERINTENDENT OF SCHOOLS

Joseph L. Shilling

ASSISTANT STATE SUPERINTENDENT IN INSTRUCTION

T. K. Muellen

TABLE OF CONTENTS

Chapter			Page
	MARYLAND STATE BOARD OF EDUCATION		iii
1	INTRODUCTION		1
	1.1	Background and Purpose	1
	1.2	Design and Instrumentation	3
2	FINDINGS		9
	2.1	Data Reduction and Analysis	9
	2.2	Student Profile	15
	2.3	Highlights of Student Profile	31
	2.4	Teacher Profile	33
	2.5	Highlights of Teacher Profile	57
	2.6	Teacher Aide Profile	59
	2.7	Highlights of Teacher Aide Profile	71
	2.8	Principal Profile	73
	2.9	Highlights of Principal Profile	97
	2.10	School Site, Location, Physical Plant, and Curriculum Profile	99
	2.11	Highlights of School Site, Location, Physical Plant, and Curriculum Profile	115
	2.12	Classroom Observation Profile	117
	2.13	Highlights of Classroom Observation Profile	127
3	SUMMARY AND CONCLUSIONS		129
Appendices			133
A	INSTRUMENTATION		
B	STANDARD DEVIATIONS, RELIABILITIES, AND STANDARD ERRORS OF THE PUPIL AND TEACHER QUESTIONNAIRE ITEM-SCALES		

LIST OF TABLES

TABLE		PAGE
1	PERCENTS OF STUDENTS' HOME SOCIO-ECONOMIC STRATA AS REPORTED BY SCHOOL PRINCIPALS	18
2	PERCENTS OF PARENTAL EDUCATIONAL STRATA AS REPORTED BY TEACHERS	18
3	PERCENTS OF PARENTAL OCCUPATIONAL STRATA AS REPORTED BY TEACHERS	19
4	PERCENTS OF CATEGORICAL RESPONSES BY TEACHERS TO QUESTIONS ABOUT STUDENT FAMILY STATUS	20
5	AVERAGE TEACHER RESPONSES TO QUESTIONS REGARDING STUDENT FAMILY STRUCTURE, STABILITY	21
6	AVERAGE STUDENT RESPONSE TO THE QUESTION WHETHER TEACHERS, MOTHER, FATHER, AND THEY THEMSELVES CARE HOW WELL THEY DO IN THEIR SCHOOLWORK	23
7	AVERAGE TEACHER RESPONSES TO QUESTIONS ABOUT THE CARE, EXPECTATION, AND HELP STUDENTS ENJOY FROM THEIR PARENTS AND SELF	24
8	AVERAGE STUDENT RESPONSES TO QUESTIONS ABOUT WHETHER PARENTS EXPECT THEM TO DO WELL AND HELP THEM IN THEIR SCHOOLWORK	25
9	AVERAGE STUDENT RESPONSES TO QUESTIONS ABOUT MOTIVATION AND INTEREST	26
10	AVERAGE STUDENT RESPONSES TO QUESTIONS ON THEIR INTERESTS, PERCEPTIONS, AND ATTITUDES	27
11	AVERAGE TEACHER RATING OF STUDENTS ON WORK/ STUDY HABITS	28
12	AVERAGE TEACHER RESPONSES TO QUESTIONS ABOUT STUDENT INTERESTS AND ATTITUDES	29
13	AVERAGE RESPONSES BY PRINCIPALS TO QUESTIONS CONCERNING PROBLEMS WITH THE STUDENTS	30
14	PERCENTS OF TEACHERS IN CATEGORIES OF TEACHING EXPERIENCE AND EMPLOYMENT IN PRESENT SCHOOL	36
15	PERCENTS OF TEACHERS IN CATEGORIES OF CERTIFICATION AND EMPLOYMENT STATUS	36

LIST OF TABLES
(Continued)

TABLE		PAGE
16	PERCENTS OF TEACHERS IN LEVELS OF EDUCATION	37
17	PERCENTS OF TEACHERS MAJORING IN FIELDS OF HIGHER EDUCATION: UNDERGRADUATE AND GRADUATE	38
18	PERCENTS OF TEACHERS ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES	39
19	SEX, AGE, AND SALARY STATISTICS FOR TEACHERS	40
20	PERCENTS OF TEACHERS COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES	40
21	PERCENTS OF TEACHERS IN CLASSIFICATIONS OF PARENTAL EDUCATIONAL LEVELS	42
22	PERCENTS OF TEACHERS IN CLASSIFICATIONS OF PARENTAL OCCUPATIONAL LEVELS	43
23	PERCENTS OF TEACHERS IN CATEGORIES OF TWO TYPES OF TIME UTILIZATION	44
24	AVERAGE TEACHER RESPONSES TO QUESTIONS CONCERNING TEACHING RELATED ACTIVITIES	45
25	TEACHER AND PRINCIPAL RATINGS OF THEIR SCHOOL'S TEACHING STAFF	47
26	TEACHER RATING OF CLASS NUMBER AND ABILITY	47
27	AVERAGE TEACHER PERCEPTIONS OF CLASS CHARACTERISTICS	48
28	AVERAGE PRINCIPAL PERCEPTIONS OF TEACHER-PARENT RELATIONSHIPS	49
29	PERCENTS OF PARENTS VISITING CLASSROOM PER MONTH	49
30	AVERAGE TEACHER RESPONSE CONCERNING THEIR RELATIONSHIPS WITH OTHER TEACHERS	50
31	PERCENTS OF TEACHERS' PERCEPTIONS CONCERNING THE PLANNING AND TEACHING OF LESSONS	51
32	PERCENTS OF FREQUENCY OF SHARING MATERIALS OR TEACHING OF JOINT LESSONS BY TEACHERS	52
33	AVERAGE PRINCIPAL RESPONSE TO THEIR PERCEPTIONS OF PRINCIPAL STAFF RELATIONSHIPS	53

LIST OF TABLES
(Continued)

TABLE		PAGE
34	AVERAGE TEACHER RESPONSE TO THEIR SATISFACTION WITH SCHOOL ENVIRONMENT	53
35	AVERAGE TEACHER RESPONSES TO RATING OF SCHOOL ADMINISTRATION	54
36	AVERAGE TEACHER RESPONSES TO RATING OF PRINCIPAL	55
37	TEACHER AIDE EXPERIENCE AND NUMBER OF YEARS IN PRESENT SCHOOL	61
38	EDUCATION AND MAJOR FIELD OF STUDY OF TEACHER AIDES	62
39	PERCENT OF TEACHER AIDES HAVING IN-SERVICE COURSES	63
40	PERCENTS OF TEACHER AIDES HAVING SPECIAL TRAINING, BY WHOM, AND KIND	64
41	PERCENTS OF TEACHER AIDES ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES	65
42	SEX, AGE, AND SALARY STATISTICS FOR TEACHER AIDES	66
43	PERCENTS OF TEACHER AIDES IN CLASSIFICATIONS OF FATHERS' EDUCATIONAL LEVELS	67
44	PERCENTS OF TEACHER AIDES COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES	67
45	EMPLOYMENT STATISTICS OF TEACHER AIDES	68
46	PERCENTS OF TEACHER AIDES' PERCEPTIONS TO CLASS CHARACTERISTICS	69
47	TEACHER AIDE PREPARATION AND TYPES OF SERVICES PERFORMED	70
48	EXPERIENCE AS A PRINCIPAL	78
49	EXPERIENCE OF PRINCIPAL AS A TEACHER	79
50	CERTIFICATION AND EMPLOYMENT STATUS OF PRINCIPALS	80
51	PERCENTS OF PRINCIPALS IN LEVELS OF EDUCATION	81
52	PERCENTS OF PRINCIPALS MAJORING IN FIELDS OF HIGHER EDUCATION: GRADUATE AND UNDERGRADUATE	82

LIST OF TABLES
(Continued)

TABLE		PAGE
53	PERCENTS OF PRINCIPALS ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES	83
54	PERCENTS OF PRINCIPALS COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES	84
55	PERCENTS OF PRINCIPALS IN CLASSIFICATIONS OF PARENTAL EDUCATIONAL LEVELS	85
56	PERCENTS OF PRINCIPALS IN CLASSIFICATIONS OF PARENTAL OCCUPATIONAL LEVELS	85
57	SEX, AGE, AND SALARY STATISTICS FOR PRINCIPALS	86
58	PERCENTS OF PRINCIPALS IN CATEGORIES OF TWO TYPES OF TIME UTILIZATION	88
59	TEACHERS' PERCEPTIONS OF PRINCIPAL IN INSTRUCTIONAL ROLE	89
60	PRINCIPALS' PERCEPTIONS OF PRINCIPAL IN INSTRUCTIONAL ROLE	90
61	PRINCIPALS' PERCEPTION OF PRINCIPAL IN ADMINISTRATIVE ROLE	92
62	TEACHERS' PERCEPTIONS OF PRINCIPAL IN ADMINISTRATIVE ROLE	94
63	RATING OF PRINCIPAL IN COMMUNITY RELATIONS	95
64	RATING OF PRINCIPAL IN DISCIPLINE MATTERS	96
65	PHYSICAL FACILITIES	103
66	SPECIALIZED STAFF AND SERVICES	105
67	PUPIL TRANSFER AND ENROLLMENT	106
68	COMPENSATORY PROGRAMS	106
69	CHARACTERISTICS OF PROGRAM AND CURRICULUM	107
70	TIME SPENT IN AREAS OF PROGRAM AND CURRICULUM	108
71	AVAILABILITY OF TEXTS	108

LIST OF TABLES
(Continued)

TABLE		PAGE
72	AFFECT OF ACCOUNTABILITY LAW ON CURRICULUM	109
73	INSTRUCTIONAL OBJECTIVES IN RELATION TO IOWAS	109
74	CLASS CHARACTERISTICS	110
75	ABILITY GROUPING	110
76	EVALUATION OF TEACHERS IN READING AND MATHEMATICS	111
77	EXTENT THAT EACH TYPE OF EVALUATION METHOD IS USED IN ASSESSING STUDENT PROGRESS	112
78	FACULTY MEETINGS	113
79	PTA	114
80	TEACHER PRACTICES OBSERVATION RECORD	122
81	RECIPROCAL CATEGORY SYSTEM	125

CHAPTER 1

INTRODUCTION

1.1 Background and Purpose of the Study

The legislation commonly known as the "Maryland Educational Accountability Act" was enacted by the Maryland General Assembly at its 1972 session.

The Maryland State Board of Education determined that initial efforts in accountability should concentrate on the basic learning skills in reading, writing, and mathematics. The Board further resolved that, following the specification of desired educational goals in each of these three areas, student achievement relative to each goal should be measured, and an analysis of the achievement results conducted in relation to other variables, such as student ability and socio-economic status. The purpose of this resolution was to insure that educational programs would lead to established educational objectives and that information on the differential effectiveness and cost of programs could be provided.

Accordingly, the Maryland State Department of Education (MSDE) staff, in cooperation with representatives from local education agencies (LEA's) formulated what has become known as the Maryland Accountability Program (MAP), with the following major components:

A. The setting of State and local goals and objectives.
B. Statewide assessment of basic skills.
C. Conduct of Process Evaluation.
D. The study of program cost/effectiveness.

The first two of these components have been designed and fully implemented. Coordinated goals and objectives now exist on the State and local level. Achievement in the basic skills is systematically measured by the Iowa Tests of Basic Skills (ITBS) on grades 3, 5, 7, and 9; and the Maryland Functional Reading Test (MFRT) on grades 7 and 11. In addition, measures are taken on Standard Age Scores (SAS) with the use of the non-verbal abilities portion of the California Achievement Test (CAT).

This study is a move forward on the third component of the Maryland Accountability Program. Section 1.5.2 of the MAP Report, Year II (1975-76) defined process evaluation as follows:

> ". . . The concerns of process evaluation encompass everything which intervenes between inputs and outputs; from curriculum goals and objectives to how teachers conduct their classes; from the nature of the principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action."

Four massive volumes of data on basic skills achievement are now in print, covering the four school years since the beginning of the testing effort. Basically, these volumes contain the school-by-school average grade equivalents obtained by the students on the Iowa Tests of Basic Skills. Compiled by subtest scores, the school level data are aggregated by local education agencies and from there to State level data. With the school average as the unit of observation, four of the subtest scores (vocabulary, reading comprehension, language total, and mathematics total) are regressed against the school average Standard Age Scores (SAS). This regression analysis permits a transformation of the original distribution of grade equivalents among the schools to a new "residual" distribution for which the among-school variance in GE's, due to variance in SAS among the schools, has been removed. Given a school's average SAS, that school's position in

the residual distribution is determined by finding the school's "expected" or "Maryland Norm" GE and subtracting the school's obtained GE from it. The difference is called the school's "residual grade equivalent" and interpreted as an indicator of the school's relative standing in acheivement on the subtest, with SAS taken into account or "controlled." This residual distribution of GE's forms an important focal point of the present process evaluation study. It is the purpose of this study to probe the meaning for a school which finds itself at either extreme of the residual distribution in terms of process quality indicators. Is it the case that schools far to the right conduct exemplary, "lighthouse"-type instructional programs and that schools far to the left are sorely in need of additional resources? Or is it the case that a school's position on the residual distribution is the result of mere statistical artifact, caused by error variance? Formally, this is the main purpose of the study:

TO DETERMINE THE DISTINGUISHING CHARACTERISTICS, IF ANY, IN PROGRAMMATIC AND PROCESS TERMS, OF THOSE SCHOOLS WHICH ARE OUTLIERS ON THE RESIDUAL ITBS GRADE EQUIVALENT DISTRIBUTIONS.

1.2 Design and Instrumentation of the Study

According to the purpose of this study, the first design problem was to identify "High Residual Schools" (HRS's) and "Low Residual Schools" (LRS's) for inclusion. As stated earlier, high or low residuals arise from the regression of the ITBS achievement data on the SAS data. At the outset of the study, such data were available on all elementary schools in the State, compiled over three years of testing. To use all this input, the various residual scores (on the four subtests, over the three test years,

and grades 3 and 5) were normalized and combined into a single residual index for each school. By sorting all the schools on this single "composite residual index," outlying HRS and LRS schools could easily be identified by their location on the sorted list of schools.

The selecting of HRS outliers proceeded with few problems. Approximately 20 HRS schools were chosen and letters were sent to the superintendents of the appropriate counties asking their permission to include the school in the study. The choosing of the HRS schools reflected concerns for geographical, urban, suburban, rural, and socio-economic variables. The 18 HRS schools that were ultimately chosen are representative of all potential HRS schools in the State. The point being made here is that the sole selection criteria for inclusion in this study was not ranking on the residual distribution. It did, in fact, take into consideration other factors.

The selection of those outlier schools classified as LRS schools was more difficult. It is a delicate problem to ask a superintendent to allow a school to be included in a study when that school has been identified as not doing as well as one would have hoped. The problem of selecting the LRS schools was further complicated by the administrative necessity of combining this study with another study that the Maryland State Department of Education was contemplating. This was a reading study which the Division of Instruction had been asked by the State Board of Education to conduct. The primary emphasis of that reading study was to identify schools that had not done well on the MAP and whose reading scores particularly indicated that they needed assistance. The two studies were, therefore, combined; the schools that were to be included in the reading study were made part of the process evaluation study and were chosen by their placement on the residual distribution plus other variables mentioned in connection with the selection of the HRS schools.

There was, however, an additional variable concerned with the LRS school selection--the best judgment of the people in the Division of Instruction concerned with reading as to which schools would most benefit from inclusion in this project. The twelve LRS schools chosen were in most cases associated with the reading study which is called Project Standards Technical Assistance Resources (STAR).

As a result of the above selection procedures, the schools which actually participated in the study had composite residuals, as follows:

LRS:	-4.3	-4.1	-4.1	-3.9	-3.9	-3.7
	-3.3	-3.1	-2.0	-2.0	.1	1.1
HRS:	3.1	3.4	3.9	4.1	4.1	4.7
	5.6	6.2	6.3	6.4	7.7	7.8
	7.9	8.1	9.2	12.9	12.9	13.3

Figure 1 displays the location of these schools graphically on the composite residual axis.

The selected HRS schools and LRS schools turned out to be quite representative of the state of Maryland. There was a good representation of schools in terms of geographic location, rural and urban setting, and large and small schools. The physical facilities were quite similar; i.e., almost all of them had gymnasiums, auditoriums, (or a combination thereof), and libraries/media centers. The grade distribution within the schools was also quite similar, as well as the number of specialists in different areas who visited the schools. Since there was no prior information on the racial composition of the schools, this was not a factor in choosing them. In general, it seems fair to state that other than the original shortcoming noted in terms of combining this study with another, the HRS schools and the LRS schools were quite similar to each other on a wide variety of variables. The

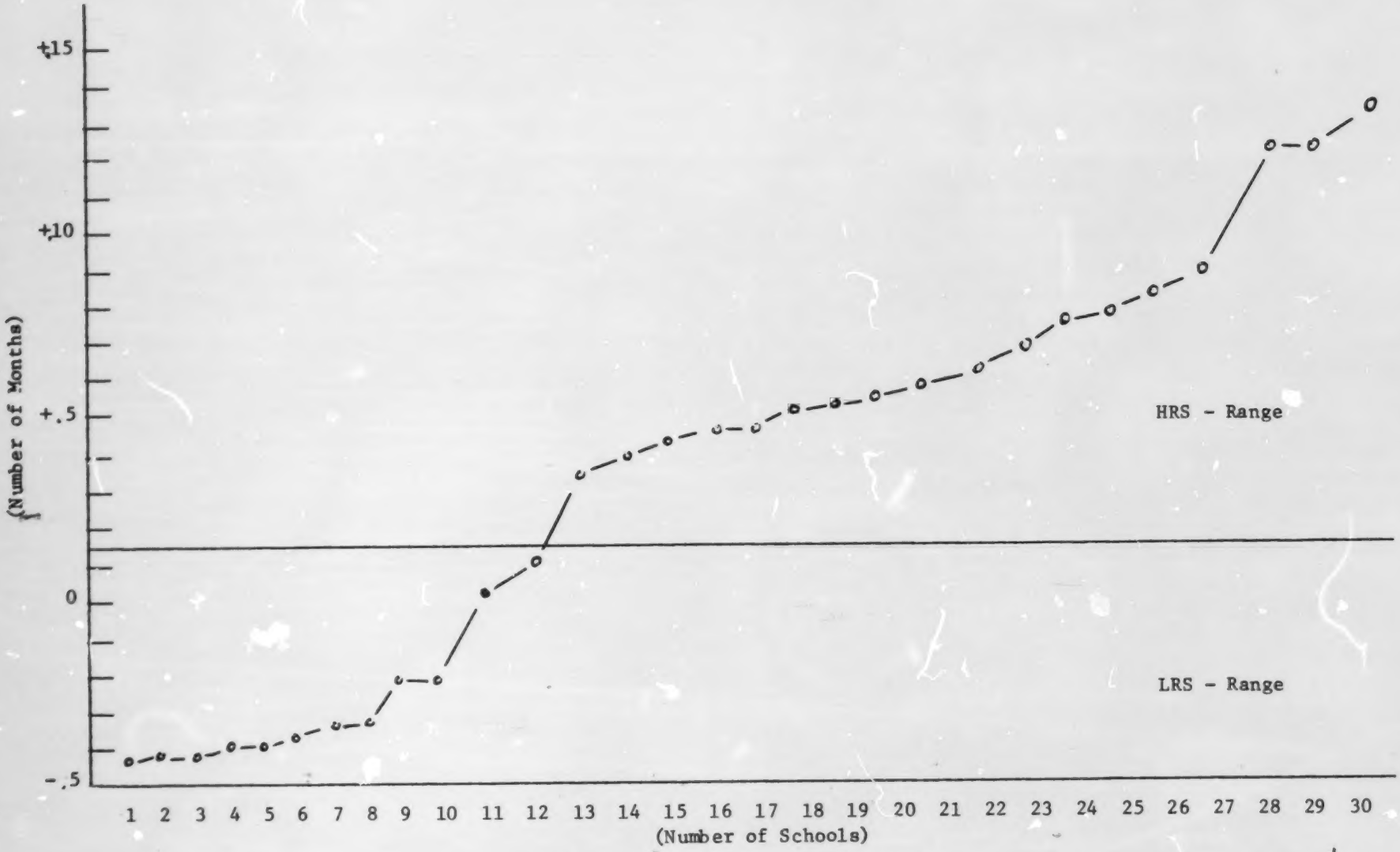

FIGURE 1--GRAPHIC PRESENTATION OF THE PARTICIPATING SCHOOLS ACCORDING TO THE SIZE OF THEIR COMPOSITE RESIDUALS

variables identified for study were student variables; curriculum and instructional variables; teacher, principal, and staff characteristics; and descriptive material about the physical plant, school site, and general community background information. In order to collect data systematically, eight questionnaires were developed: the Pupil Information Profile; the Pupil Statistical Questionnaire; the Teacher Questionnaire; the Teacher Statistical Questionnaire; the Principal Questionnaire; the Principal Statistical Questionnaire; the Teacher Aide Statistical Questionnaire; and a School Site Survey. (Appendix A)

The development of this instrumentation went through extensive reviews and numerous revisions. Many of the questions were taken from studies done under James Coleman by the U.S. Office of Education, Ralph Tyler in an eight-year effort, John Flanagan in Project Talent, the California Study of Educational Progress, the New York study on production functions, and a locally developed "Student Questionnaire I." Following is a detailed discussion of each resulting questionnaire.

The Pupil Statistical Questionnaire and the Pupil Information Profile (PIP)

The basic data collection instruments for measuring student characteristics were the Pupil Statistical Questionnaire and the Pupil Information Profile. The reasons for using two distinct instruments rather than a single source of data are straightforward. Some information about the student is not known to the student in all likelihood. or is collected more reliably from school records or generated by adults. Such information is collected with the use of the Pupil Statistical Questionnaire.

The Pupil Information Profile was designed to collect information directly from the student about his/her attitudes and interests toward school. It also sought information on the student's self-concept and a measure of his/her perceptions of adult concern. The reason for separate student questionnaires was to cut down on the length of time on the part of both the pupil and the teacher as well as to increase accuracy and reliability of the data.

An overriding concern with all instruments was to provide simultaneously a guarantee of student privacy and anonymity, and a linkage to the records, so that data might be accurately and readily collated from the various records. A complete set of teacher directions for administration of the student questionnaire was developed.

The Teacher Statistical Questionnaire and the Teacher Questionnaire

The Teacher Statistical Questionnaire was designed to collect background information, such as age, years of teaching experience, number and kind of degrees held, and other factual information. The Teacher Questionnaire sought information on attitudes held about children, present class and school assignment, and numerous other value-oriented insights about the teacher's school in general. It also requested that the teacher make judgments about the school's principal and his/her leadership ability in both administration and instruction.

The Principal Statistical Questionnaire and the Principal Questionnaire

The two instruments were quite similar to the teacher questionnaires. The primary purpose for the Principal Questionnaire is to provide the opportunity for the principal to share his/her perceptions of the school, its curriculum, teachers, and pupils. The Principal Questionnaire also provided him/her with the opportunity of sharing his/her perceptions of why the school functioned as it did as well as sharing any problems that were germane to that school.

Teacher Aide Questionnaire

This questionnaire provided the teaching aides with an opportunity to indicate some information about their background and training. Of particular importance was their perceptions of their role as aides and how they were used in the school.

School Sity Survey

This survey was designed to collect factual data concerning the school and its facilities. The questionnaire looked at the physical plant as well as the human resources available. It also delved into other areas such as the PTA, faculty meetings, and curriculum and program.

Reciprocal Category System (RCS) and the Teacher Practice Observation Record (TPOR)

These two instruments were used by the classroom observation team. The RCS is a modification of the Flanders Verbal Interaction System and the TPOR is an instrument for systematically observing teachers' behavior. A more detailed description of these instruments is presented later in this report.

CHAPTER 2

FINDINGS

2.1 Data Reduction and Analysis

The items on all the questionnaires employed in the study fell into two categories:

a) those items to which a subject responded on a bi-polar, Likert-type scale, such as from always to never, from completely true to completely false, or from excellent to poor. In most cases, the scale had five value points (1-5), with the smaller value the more positive. These scales gave rise to at least ordinal data.

b) those items to which a subject responded by selecting one out of a number of discrete classes, thus giving rise to nominal data.

On the assumption that the ordinal data represented discrete estimates on interval constructs or variables underlying the response, reduction was accomplished by the computation of means and standard deviations. The frequency data were reduced by the computation of percentages. For all data, the means and standard deviations appearing in this report were computed from individual observations with respect to aggregates over the Low Residual Schools (LRS) and the High Residual Schools (HRS). The basic strategy for the analysis was then to identify substantial differences between the LRS's and the HRS's.

The choice of the expression "substantial differences," rather than "significant differences," is not arbitrary. Obviously, the 12 LRS's and 18 HRS's were not randomly sampled from some larger universe of such schools. As a result, there could be no traditional "significance" testing of hypotheses about this non-existing universe. For this reason, any observed differences had to be interpreted in terms of educational significance, and were to be called "substantial" in order to avoid confusion.

This is not to say that the judgment of substantiality was entirely subjective. In the case of the student and teacher questionnaires, of which there were two administrations each, and for the ordinal items on these questionnaires, standard errors of the scales could be computed with the formula:

$$SDE = SD\sqrt{1 - r^2}$$

where SD is the standard deviation in the scale responses and r the reliability of each scale as estimated by the correlation between the first and second administration. Appendix B displays these standard errors for the scales associated with the items on the pupil and teacher questionnaires. Any observed differences between the LRS's and the HRS's on these scales could easily be compared to these standard errors. A detailed technical and statistical report is being prepared, so this document will restrict itself to a less technical presentation.

The following tabulation summarizes the scope of the study, by presenting the number of subjects responding to each instrument:

	LRS	HRS	TOTAL
Pupil Information Profile (PRE)	846	1,248	2,094
Pupil Information Profile (POST)	530	1,136	1,666
Pupil Statistical Questionnaire	697	1,270	1,967
Teacher Questionnaire (PRE)	145	216	361
Teacher Questionnaire (POST)	129	199	328
Teacher Statistical Questionnaire	144	212	356
Teacher Aide Questionnaire	83	67	150
Principal Questionnaire (PRE)	13	21	34
Principal Questionnaire (POST)	12	20	32
Principal Statistical Questionnaire	11	16	27
School Site Survey	12	18	30
Teacher Practices Observation Record	181	287	468
Reciprocal Category System Record	181	287	468

The presentation of findings which follows is based both upon the objective and subjective data collected. Both sets of data were collected by Mrs. Marjorie Yale and Dr. Gilbert Austin, who visited the schools extensively and met and talked with the teachers, principals, aides, and students in those 30 schools. It is important to point out that very few generalizations will be true about all of the HRS or LRS schools. There

are always exceptions. It is the team's contention however that in general the observations made of the HRS schools and the LRS schools are valid for most of the schools found in these categories. The subjective judgments noted here have been strengthened by objective data collected by a set of comments made about each of the schools by a local representative of the school system in response to the question: Why was a particular school performing as it was? In most cases these observations were made by the local curriculum coordinator, an elementary school supervisor, or an assistant superintendent of schools, and most of them confirmed the general hypothesis that had been made by the team about the school.

It is important to note that no school is identified and no county is identified as having participated in this study. The anonymity of the schools and the counties is important and was promised to the participants as a guarantee as a condition for their cooperation in the study.

One of the major assumptions on which the study rests was that the socio-economic background of children is an important predictor in how well those children perform in school. To try and remove as much of the variance associated with socio-economic background as possible all four of the subtest scores on the ITBS were regressed against the school average standard age score (SAS).

An important question, therefore, is: Has this statistical procedure succeeded in allowing the selection of 30 schools which are reasonably similar to each other in terms of their socio-economic background factors? If successful, then the differences between the HRS and the LRS schools could be attributed to different factors other than that of socio-economic background.

In 1975 the mean income in the state of Maryland was approximately $13,500, with a standard deviation of approximately $3,100. The mean income of the HRS schools was approximately $9,500, and in the LRS schools $8,100. Both of these means are approximately one standard deviation below the state mean and a difference between the two groups of schools is approximately one-third to one-half a standard deviation. The range in mean income in the state of Maryland in 1975 was $6,500 to $19,000. This data indicates that both groups of schools were substantially below the state mean and that the difference between the groups of schools was relatively small. So far, the data would suggest that the equating procedure used in terms of compensating for socio-economic background was reasonably successful. This is strengthened by examination of the percent of disadvantaged reported in the accountability report of 1975-76, which was HRS=16 percent; LRS=19.5 percent, not an important difference. However, as will be shown later in this report, a large measure of inequality of a socio-economic nature was nevertheless identified.

On the measure of intellectual ability the mean for the three years of which data were collected for the HRS schools at grade 3 was 99.84 grade 5 was 101.29. For the LRS schools it was grade 3--91.83, grade 5--92.71. This difference is approximately two-thirds of a standard deviation. This difference is not surprising when we remember that the schools were chosen for their extreme position on the residual distribution. It is also important to remember that the majority of the LRS schools were chosen because they were part of an ongoing project and not because they met all of the requirements in this particular study. It is important also to note that there are many schools in the state of Maryland with similar mean intellectual abilities that are doing substantially better than the LRS schools identified in this study.

The data that has been collected has been grouped together for purposes of this report under headings that we call content clustering lexicons (CCL). A content clustering lexicon is simply a grouping of pieces of information that are concerned in our judgment with a single set of variables such as pupils, parents, physical plant, organization, or instructional methods of a school.

2.2

STUDENT PROFILE

Turning attention now to the CCL called student profile: it is apparent that there are a number of important differences between the pupils in the HRS and the LRS schools.

It is important to present a picture of what the schools were like as the team visited them, based both upon subjective judgment and objective data collected. When entering an HRS school or an LRS school, there are a number of important differences that are at once apparent to the visitor. The HRS school gives an immediate impression that it is "being run" as opposed to "running." There is an air about the school that suggests it has a direction, a point of view, and an orientation. One of the things that immediately impresses the visitor is that there are very few children in the halls and those who are there seem to be going about their business in an orderly fashion. The halls tend to be clean and there is a general air about the building that it is being cared for. The bulletin boards are neatly done and reflect projects going on in the school.

When the teachers were asked to rate the socio-economic background of their pupils, the HRS teachers rated them 2.9 (average) and the LRS teachers rated them 3.9 (below average), with the scale of 1=high and 5=low. The LRS principals felt that most of their children came from homes of factory workers and blue-collar workers while most of the children in the HRS schools came from a mixture of white-collar and professional people and rural families. (See Table 1.)

When teachers were asked about the fathers' educational level, they said 53 percent of the LRS pupils' fathers had graduated from high school or had further training, while 76 percent of the HRS pupils' fathers had either graduated from high school or had further training. The LRS pupils' mothers also had less education than the HRS pupils' mothers. (See Table 2.)

TABLE 1 -- PERCENTS OF STUDENTS' HOME SOCIO-ECONOMIC STRATA AS REPORTED BY SCHOOL PRINCIPALS

	PERCENT IN		
	LRS	HRS	TOTAL
All Children of Professional and White-Collar Workers	-	-	-
Mostly Children of Professional and White-Collar Workers	-	36 *	23
All Children of Factory and Blue-Collar Workers	-	2	1
Mostly Children of Factory and Blue-Collar Workers	74 *	17	37
Children of Rural Families	17	33	28
Unclassified (No Response)	9	12	11

* A substantial disproportion.

TABLE 2 -- PERCENTS OF PARENTAL EDUCATIONAL STRATA AS REPORTED BY TEACHERS

	PERCENT FATHERS' EDUCATION			PERCENT MOTHERS' EDUCATION		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Grade School	18	12	14	16	11	13
High School	44	40	42	53	53	53
Some College or Technical Training	7	14	11	8	15	13
Regular 4-Year College	2	22	15	3	14	10
Unclassified (No Response)	29	12	18	20	7	12

The LRS fathers experienced a higher rate of unemployment and a higher percentage were employed as workmen or as skilled workers than the HRS fathers, who had a higher percentage of employment as officials, managers, or professional people. About equal percentages of HRS and LRS mothers were not employed. The HRS mothers had a much higher percentage of professional employment than did the LRS mothers. (See Table 3.)

TABLE 3 -- PERCENTS OF PARENTAL OCCUPATIONAL STRATA AS REPORTED BY TEACHERS

	PERCENT FATHERS' OCCUPATION			PERCENT MOTHERS' OCCUPATION		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Technical--draftsman, surveyor, medical or dental technician, etc.	1	7	5	1	2	2
Official--manufacturer, banker, company officer, etc.	1	3	2	1	1	1
Manager--sales, office, store, etc.	2	9	6	2	3	3
Salesman	2	4	3	3	3	3
Farm Manager or Owner	0	2	2	-	-	-
Farm Worker	1	1	1	-	-	-
Workman or Laborer	29*	18	22	18*	13	15
Professional--doctor, lawyer, teacher, artist, social work, etc.	3	16	11	6	11	9
Skilled Worker or Foreman	28*	26	27	7*	9	8
Not Employed	9*	3	5	48*	51	50
Unclassified (No Response)	24	10	15	13	6	9

* Substantial disproportions.

The HRS pupils seem to have a more stable family life. Seventy-seven percent of these children are living with both parents whereas only 51 percent of the LRS pupils are living with both parents. (See Table 4.)

TABLE 4 -- PERCENTS OF CATEGORICAL RESPONSES BY TEACHERS TO QUESTIONS ABOUT STUDENT FAMILY STATUS

	PERCENT RESPONSE		
	LRS	HRS	TOTAL
Marital Status of the Parents:			
Living Together	53	78*	69
Separated	25*	8	14
Divorced	8	7	7
Not Applicable	9	4	6
Unknown (No Response)	4	3	4
The Student is Living With:			
Both Parents	51	77*	68
Mother Only	35*	10	19
Father Only	1	1	1
Foster Parents	1	1	1
Mother and Stepfather	4	5	5
Father and Stepmother	1	1	1
Other	4	3	4
Unknown (No Response)	4	2	2

* Substantial disproportions.

The HRS pupils have changed schools fewer times since first grade and have lived in their present homes longer. They have slightly fewer people living in their homes and fewer siblings. In birth order they rank higher. (See Table 5.)

TABLE 5 -- AVERAGE TEACHER RESPONSES TO QUESTIONS REGARDING STUDENT FAMILY STRUCTURE, STABILITY

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Length of Time in the Present Home (1=less than one year; 5=more than 4 years)	3.5*	3.9*	3.7
Number of People Living in the Home (1=two; 6=seven or more)	4.0	3.9	3.9
Number of Children in the Family (1=one; 8=eight or more)	3.6*	3.2*	3.3
Student Birth Order in the Family (1=first; 8=eighth or later)	2.8*	2.4*	2.5
Number of Schools Student Has Attended (1=one; 5=five or more)	1.7	1.5	1.6

* Differences exceed a standard error of .37

The age, grade, and sex of these children in both groups are similar:

	PERCENT		
STUDENT SEX	LRS	HRS	TOTAL
Male	48	49	49
Female	51	50	50
No Response	1	1	1

The racial ethnic difference, however, is not. There are 62 percent of non-white children in the LRS schools compared to 26 percent in the HRS schools.

	PERCENT		
STUDENT RACE	LRS	HRS	TOTAL
White	38	74	62
Black	59	24	36
Other	3	2	2

More of the HRS pupils have had some kind of pre-school training. However, more of the LRS pupils who had pre-school training were in a day-care center, the Head Start program, or a play group.

	PERCENT		
PRE-SCHOOL PROGRAM	LRS	HRS	TOTAL
Day Care	3	1	2
Head Start	6	5	6
Play Group	1	1	1
Nursery School	13	24	20
None	65	50	56
No Response	12	18	16

Both teachers and students were asked several questions concerning students' feelings about the kind of work they did in school. The data presented in Table 6 is worthy of careful study. It indicates that both LRS and HRS students perceived the teacher as being more concerned with their school work the longer they were in school. The same pattern is true of the student perceptions of their mothers--the longer in school the more concern. While this is also true in HRS children in terms of their fathers, the opposite is true for the LRS children. The older they were the less they perceived their fathers were concerned with their school work. For both the LRS and HRS, the child's level of concern for their school work rose through the grades until fifth grade. At sixth grade there is a sudden reversal and both LRS and HRS children expressed less concern about their school work. Perhaps this is because of the onset of puberty. When the teacher was asked to express his/her opinion about the level of interest on the part of parents in their children's school work, the only important difference occurred again among the fathers. The LRS fathers being seen as having much less concern than the HRS fathers. (See Table 7.)

TABLE 6 -- AVERAGE STUDENT RESPONSE TO THE QUESTION WHETHER TEACHERS, MOTHER, FATHER, AND THEY THEMSELVES CARE HOW WELL THEY DO IN THEIR SCHOOLWORK*

		AVERAGE RESPONSE				
		TEACHERS	MOTHERS	FATHERS	SELF	TOTAL
Grade 1:	LRS	1.46	1.54	1.58	1.53	1.74
	HRS	1.42	1.37	1.64	1.43	1.67
	TOTAL	1.43	1.42	1.70	1.46	1.69
Grade 2:	LRS	1.51	1.63	1.67	1.48	1.75
	HRS	1.36	1.41	1.63	1.41	1.70
	TOTAL	1.40	1.47	1.64	1.43	1.71
Grade 3:	LRS	1.39	1.36	1.57	1.43	1.55
	HRS	1.39	1.27	1.44	1.47	1.56
	TOTAL	1.39	1.30	1.47	1.46	1.55
Grade 4:	LRS	1.43	1.32	1.96**	1.46	1.65
	HRS	1.30	1.16	1.44**	1.31	1.49
	TOTAL	1.34	1.21	1.58	1.36	1.54
Grade 5:	LRS	1.44	1.29	1.58	1.33	1.59
	HRS	1.39	1.22	1.34	1.39	1.51
	TOTAL	1.41	1.24	1.41	1.37	1.53
Grade 6:	LRS	1.29	1.17	1.80**	1.61	1.57
	HRS	1.39	1.15	1.37**	1.41	1.51
	TOTAL	1.35	1.16	1.52	1.48	1.53

* On a scale from 1 for always to 5 for never;
** Differences exceed mean standard error of .30

TABLE 7 -- AVERAGE TEACHER RESPONSES TO QUESTIONS ABOUT THE CARE, EXPECTATION, AND HELP STUDENTS ENJOY FROM THEIR PARENTS AND SELF*

	LRS	HRS	TOTAL
The Mother Cares How Well the Student Does	1.8	1.6	1.6
The Father Cares How Well the Student Does	2.3	1.9	2.0
The Student Cares How Well He/She Does	1.9	1.8	1.9
The Parents Expect the Student to Do Well	1.7	1.6	1.6
The Parents Help the Student to Do Well	2.6	2.6	2.6

* Scale is from 1 for always to 5 for never; standard error is .69

When teachers were asked about the parents expectations concerning school performance, the HRS parents again showed a slightly higher expectancy than the LRS parents. The students were also asked about how much they cared themselves how well they did in their school work. The HRS pupils expressed a greater concern than the LRS pupils. The principals also felt that the students in the HRS schools were more highly motivated to achieve academically.

	LRS	HRS	TOTAL
Principals' Rating of Student Motivation (1=Highly Motivated; 5=Don't Know)	3.1	2.2	2.5

The teachers' expectations for their students seemed to be the same in both schools.

	LRS	HRS	TOTAL
Teachers' Expectations for Their Students (1=High; 5=Low)	1.4	1.3	1.4

The amount of parental help with homework was not different between the two groups except during the early grades, where the LRS parents offer more help. (See Tables 7 and 8.)

TABLE 8 -- AVERAGE STUDENT RESPONSES TO QUESTIONS ABOUT WHETHER PARENTS EXPECT THEM TO DO WELL AND HELP THEM IN THEIR SCHOOLWORK*

	AVERAGE RESPONSE PARENTS EXPECTATION			AVERAGE RESPONSE PARENTS HELP		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Grade 1	-	-	-	2.32	2.50	2.44
Grade 2	-	-	-	2.47	2.67	2.62
Grade 3	1.06	1.12	1.11	2.48	2.65	2.60
Grade 4	1.24	1.14	1.17	2.50	2.59	2.56
Grade 5	1.17	1.13	1.14	2.72	2.59	2.62
Grade 6	1.05	1.20	1.15	2.51	2.54	2.53

* Scale is from 1 for always to 5 for never; standard error is .89

The eagerness of the child to go to school was not significantly different between the two groups. Both groups grew less eager to attend as they grew older. The amount of outside reading during the summer was also basically the same between the two sets of schools. (See Table 9.)

TABLE 9 -- AVERAGE STUDENT RESPONSES TO QUESTIONS ABOUT MOTIVATION AND INTEREST

	EAGER TO COME TO SCHOOL (1=always; 5=never)			BOOKS READ DURING SUMMER (1=1-3; 5=10 or more)		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Grade 1	1.39	1.54	1.49	-	-	-
Grade 2	1.40	1.68	1.60	3.07	3.27	3.21
Grade 3	1.84	1.76	1.78	3.28	3.69	3.58
Grade 4	1.68	1.92	1.85	3.75	3.69	3.70
Grade 5	1.99	1.99	1.99	3.06	3.33	3.25
Grade 6	2.00	2.04	2.02	3.33	3.11	3.19
	Standard error = .80			Standard error = 1.01		

In looking at the perceptions the students held toward the school, it was found that there are not many significant differences between the LRS pupils and the HRS pupils. On the average, the pupils feel that their teachers are friendly and understanding, that they care how well they are doing in school, and that they can go to the teacher with a problem. They feel that the teacher makes them think, and they do not feel lost in school. The biggest difference between the two groups concerned the question of whether good luck is a determinant in how well they do in school. The HRS pupils felt that good luck was less important than did the LRS pupils. They both felt that if they worked harder they would do better. (See Table 10.)

TABLE 10 -- AVERAGE STUDENT RESPONSES TO QUESTIONS ON THEIR INTERESTS, PERCEPTIONS, AND ATTITUDES

		GR 1	GR 2	GR 3	GR 4	GR 5	GR 6
Reading	LRS	1.71	1.55	1.45	1.78	1.95	1.88
	HRS	1.44	1.58	1.78	1.77	1.94	2.21
	TOTAL	1.52	1.57	1.69	1.77	1.95	2.10
Arithmetic	LRS	1.81	1.74	1.80	1.85	1.92	1.96
	HRS	1.83	1.85	1.89	1.78	1.94	2.08
	TOTAL	1.83	1.82	1.87	1.80	1.93	2.04
Language Arts	LRS	1.65	1.51	1.52*	2.18	2.24	2.29
	HRS	1.66	1.82	1.95*	2.18	2.14	2.35
	TOTAL	1.66	1.73	1.84	2.18	2.17	2.33
School	LRS	1.41	1.38	1.51	1.88	1.92	2.05
	HRS	1.38	1.56	1.77	1.86	1.94	1.99
	TOTAL	1.39	1.51	1.70	1.87	1.93	2.01
Teachers are Friendly and Understanding	LRS	1.23	1.34	1.32	1.51	1.50	1.49
	HRS	1.24	1.22	1.31	1.40	1.39	1.49
	TOTAL	1.24	1.26	1.31	1.43	1.42	1.49
Teachers Make Me Think	LRS	-	1.55	1.46	1.36	1.56	1.41
	HRS	-	1.39	1.38	1.45	1.50	1.73
	TOTAL	-	1.43	1.40	1.43	1.52	1.62
When I Work Hard, I Do Better	LRS	-	-	1.41	1.56	1.65	1.72
	HRS	-	-	1.58	1.40	1.61	1.56
	TOTAL	-	-	1.53	1.44	1.62	1.61
How Well I Do Depends on My Good Luck	LRS	-	-	2.48*	2.75*	2.91*	3.13*
	HRS	-	-	3.32*	3.41*	3.49*	3.54*
	TOTAL	-	-	3.09	3.22	3.33	3.40
I Often Feel Lost in School	LRS	-	-	3.94	3.90*	4.15	4.20
	HRS	-	-	4.03	3.08*	3.94	4.03
	TOTAL	-	-	4.00	4.03	4.00	4.09
My Teachers Care How Well I Get Along	LRS	-	-	1.25	1.50	1.42	1.47
	HRS	-	-	1.25	1.39	1.43	1.64
	TOTAL	-	-	1.25	1.42	1.43	1.58
I Can Go to My Teacher With What Is on My Mind	LRS	-	-	-	2.01	2.22	2.50
	HRS	-	-	-	2.12	2.25	2.23
	TOTAL	-	-	-	2.09	2.24	2.32
Total for All Scales	LRS	1.56	1.51	1.81	2.03	2.13	2.19
	HRS	1.51	1.57	2.03	2.08	2.14	2.26
	TOTAL	1.53	1.55	1.97	2.06	2.14	2.24

Scale is 1 = always; 5 = never; * Differences exceed standard error of .37

When the teachers were asked to rate their students on how hard they try, the HRS schools felt that their students tried harder.

	LRS	HRS	TOTAL
Teachers' Perception on How Hard the Student Tries (1=Excellent; 5=Poor)	3.0	2.4	2.6

The teachers in the HRS schools felt their students had a greater ability to stick to work until it is finished and to plan and carry out school work, although there did not seem to be much of a difference in the students' ability to do what the teacher wanted them to do nor in their ability to concentrate on work when other things were going on. (See Table 11.)

TABLE 11 -- AVERAGE TEACHER RATING OF STUDENTS ON WORK/STUDY HABITS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Stick With Schoolwork Until Finished (1=outstanding; 5=a little poor)	2.8	2.6	2.7
Ability to Carry Out Schoolwork (1=outstanding; 5=a little poor)	2.9	2.7	2.8
Ability to Concentrate Under Stress (1=outstanding; 5=a little poor)	3.0	3.0	3.0
Ability to do What Teachers Expect (1=outstanding; 5=a little poor)	2.7	2.6	2.6

When teachers were asked to rate students' ability scholastically, the HRS teachers felt that their pupils had more ability.

	LRS	HRS	TOTAL
Teachers' Rating of Student Ability (1=High; 5=Low)	3.5	2.9	3.1

In dealing with the interests of the students in both groups, the HRS pupils seem to enjoy and have a slightly higher interest in reading. They had a slightly lower interest in language. The pupils' perception of their interest in these subjects was always higher than the teachers' perceptions although the degree varied by grade and subject area. (See Tables 10 and 12.)

TABLE 12 -- AVERAGE TEACHER RESPONSES TO QUESTIONS ABOUT STUDENT INTERESTS AND ATTITUDES

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Student Interest in Reading	2.2	2.1	2.1
Student Interest in Math	2.2	2.2	2.2
Student Interest in Language	2.3	2.4	2.4
Student Interest in School (1=very much; 5=very little)	2.0	2.0	2.0
Students Think Teachers Very Friendly	1.8	1.7	1.7
Students Think Hard Work Pays Off	1.8	1.7	1.8
Students Think Teachers Care	1.6	1.7	1.7
Students Rely on Luck	3.9	4.1	4.1
Students Feel Lost in School (1=always; 5=never)	4.1	4.1	4.1

When looking at the classroom behavior and social adjustment of the two groups of pupils, we find more substantial differences. The HRS principals felt that, on the whole, their pupils were better socially adjusted. The problems of destruction of school property, of impertinence and discourtesy toward teachers, and of stealing, seem to be in higher proportion in the LRS schools. There did not seem to be a significant difference between the two groups in the problems of physical violence toward the teachers. (See Table 13.)

TABLE 13 -- AVERAGE RESPONSES BY PRINCIPALS TO QUESTIONS CONCERNING PROBLEMS WITH THE STUDENTS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Student Social Adjustment (1=Excellent; 5=Poor)	3.5	2.5	2.9
Destruction of School Property (1=Severe; 4=None)	3.2	3.6	3.5
Impertinence and Discourtesy to Teachers (1=Severe; 4=None)	2.8	3.2	3.1
Racial Tension (1=Severe; 4=None)	3.6	3.6	3.6
Stealing (1=Severe; 4=None)	3.6	3.7	3.7
Physical Violence Against Teachers (1=Severe; 4=None)	3.9	4.0	4.0

2.3 Highlights of Student Profile

In most of the tables we have seen that there is a small but consistent difference between the HRS and LRS pupils. Almost all of these differences reflect a more positive view on the part of the pupil, teacher, or principal in the HRS schools than in the LRS schools. It is the team's judgment that the differences documented in this section reflect not one large single factor which can be manipulated to change the perception held of pupils, teachers, or principals in these different schools, but a collection of small, positive effects which do in their total account for some of the differences found between the HRS and the LRS schools. There are three findings in this section which are worthy of note. The first is the finding that the parents of the HRS pupils have fewer children and that there are fewer children living at home in the HRS group as opposed to the LRS group.

The important difference identified between the HRS and the LRS pupils' perception of how much of their success in school depends upon luck is an important finding. It is consistent with the findings of James Coleman and others in terms of the child's concept of his ability to control his own destiny. Children who are normally successful in school and who come from strong and supportive homes feel they can control their destiny and, therefore, their future is less associated with luck than it is for children who come from less advantaged backgrounds.

Another important difference between the HRS pupils and the LRS pupils is the racial composition of their classrooms. The HRS pupils on the average are in schools which are 24 percent black and 74 percent white, while the LRS pupils are in schools which are 59 percent black and 38 percent white. James Coleman's studies of integration would suggest

that the ratio found in the HRS schools is a kind of optimal ratio, while the ratio found in the LRS schools is not. This finding would seem to add support to the arguments for integration along the lines advanced by Coleman and his associates.

The generally more positive view held of the students in the HRS schools by their teachers and principals is important. It may be that this more positive perception of students is translated into a set of higher expectations which then operate as a kind of self-fulfilling prophecy.

2.4

TEACHER PROFILE

One of the strongest beliefs held by educators and parents is that the teacher is the crucial variable in the educational quality of a school. Unfortunately, it has been difficult to document in the research that any variable associated with the teacher makes a significant difference in how much children learn. It is hoped that the attempt made at identifying important clusters of variables associated with the teacher and teaching will prove more fruitful.

We find that the HRS teachers as a group have been teaching longer. Fifty-five percent of the HRS teachers have been teaching for more than 10 years as compared to 37 percent of the LRS teachers. We also find that they have been in their present schools longer, with 25 percent of them having taught there for 10 years or more in contrast to 17 percent of the LRS teachers. (See Table 14.)

The HRS teachers have a higher certification as a group than the LRS teachers. Fifty-five percent of the HRS teachers carry an Advanced Certification as compared to 35 percent of the LRS teachers. (See Table 15.)

The HRS teachers have more education. Thirty percent of the HRS teachers have their master's degrees as compared with 24 percent of the LRS teachers, and 3 percent of the HRS teachers have a Specialist Certificate compared to 1 percent of the LRS teachers. HRS teachers have also earned more credits beyond their last degree, with 60 percent having earned 11 or more credits in contrast to 54 percent of the LRS teachers (See Table 16.)

A higher percentage of HRS teachers majored in elementary education as undergraduates and majored in elementary education or supervision at the graduate level. Over 15 percent of the LRS teachers majored in an area other than education as undergraduates compared to 7 percent of the HRS teachers. On the graduate level, the LRS teachers had a higher percentage majoring in special education or reading. (See Table 17.)

TABLE 14 -- PERCENTS OF TEACHERS IN CATEGORIES OF TEACHING EXPERIENCE AND EMPLOYMENT IN PRESENT SCHOOL

NUMBER OF YEARS	PERCENT BELONGING TEACHING EXPERIENCE			PERCENT BELONGING IN PRESENT SCHOOL		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
None	.7	-	.3	2.1	.9	1.4
1-2	4.2	8.0	6.5	16.7	18.4	17.7
3-4	18.8	10.8	14.0	30.6*	17.9*	23.0
5-9	39.6*	23.6	30.1	33.3	36.8	35.4
10-14	9.7	21.7*	16.9	8.3*	13.2*	11.2
15-19	11.8	11.3	11.5	4.9	5.2	5.1
20-29	13.2	16.5	15.2	3.5	5.2	4.5
30 or more	2.1	5.2	3.9	-	.9	.6
No Response	-	2.8	1.7	.7	1.4	1.1

* Substantially disproportionate.

TABLE 15 -- PERCENTS OF TEACHERS IN CATEGORIES OF CERTIFICATION AND EMPLOYMENT STATUS

	PERCENTS BY CERTIFICATION				PERCENTS BY EMPLOYMENT STATUS		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
Non-Certified	.7	-	.3	Tenure	88.9	86.8	87.6
Provisional	2.8	1.4	2.0	Non-Tenure	9.7	11.3	10.7
Standard	59.7*	42.9	49.7	Substitute	-	.9	.6
Advanced	35.4	55.2*	47.2	Unknown	1.4	.9	1.1
Unknown	1.4	.5	.8				

*Substantially disproportionate.

TABLE 16 -- PERCENTS OF TEACHERS IN LEVELS OF EDUCATION

	Percent of Teachers With Highest Degree				Percent of Teachers With Credits Beyond		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
Less Than BA	-	.9	.6	None	9.7	14.6	12.6
Bachelor's	73.6	62.7*	67.1	1-10	34.0	25.0	28.7
Master's	23.6*	30.2	27.5	11-20	25.0	18.4	21.1
Prof/Spec	1.4	3.3	2.5	21-30	17.4	19.3	18.5
Doctorate	.7	-	.3	31 or more	11.8	22.2	18.0
Unknown	.7	2.8	2.0	Unknown	2.1	.5	1.1

*Substantially disproportionate.

TABLE 17 -- PERCENTS OF TEACHERS MAJORING IN FIELDS OF HIGHER EDUCATION: UNDERGRADUATE AND GRADUATE

	UNDERGRADUATE		
	LRS	HRS	TOTAL
Business	-	.9	.6
Elementary Education	73.6*	84.0*	79.8
Secondary Education	1.4	.5	.8
English	2.8	.9	1.7
Foreign Language	.7	.9	.8
Home Economics	-	.9	.6
Industrial Arts	-	.5	.3
Mathematics	.7	-	.3
Music/Art	2.8	-	1.1
Physical Science	2.1	-	.8
Social Science	6.3	3.8	4.8
Special Education	2.1	.9	1.4
Other	-	.5	.3
Unknown (NR)	7.6	6.1	6.7

	GRADUATE		
	LRS	HRS	TOTAL
Reading	13.9	9.9	11.5
Math	.7	-	.3
Language	-	1.9	1.1
Tests & Guidance	.7	3.3	2.2
Admin.; Superv.	5.6	8.5	7.3
Curriculum	-	1.4	.8
Elementary Education	34.0	39.2*	37.1
Special Education	11.1*	.5	4.8
Social Foundation	.7	.5	.6
Unknown (NR)	33.3	34.9	34.3

* Substantially disproportionate.

Thirty-nine percent of the LRS teachers have attended special summer institutes for teaching culturally deprived children in contrast to 24 percent of the HRS teachers. This accords with the fact that the LRS schools have a higher percentage of Title I designated children. The LRS teachers have also had more in-service courses in reading and language arts while a higher percentage of HRS teachers have had them in math. The HRS teachers, however, tend to read more educational journals (HRS=68%; LRS=61%). A slightly higher percentage of them also belonged to a National Honor Society. (See Table 18.)

It is found that there are more male teachers in the HRS schools and that the teachers, on the average, are older. Twenty-four percent of the HRS teachers are 46 years of age or older in contrast to 19 percent of the LRS teachers. The HRS teachers get higher salaries which is probably due to the fact that they have more education and longer tenure. (See Table 19.)

The backgrounds of the teachers showed some differences which may or may not be significant. The majority of the LRS teachers spent most of their lives in a city in Maryland, whereas the majority of the HRS teachers came from outside the state. (See Table 20.)

The fathers of the HRS and LRS teachers tended to have about the same amount of education. Forty-nine percent of the HRS fathers graduated from high school versus 48 percent of the LRS fathers. Mother's education showed a greater difference. Sixty-one percent of the HRS mothers graduated from high school in contrast to 56 percent of the LRS mothers. (See Table 21).

A higher percentage of HRS fathers were professionals, managers, or officials (HRS=33%; LRS=26%). A higher percentage of LRS fathers were laborers (HRS=6%; LRS=21%). A higher percentage of HRS mothers did not work and were homemakers (HRS=49%; LRS=37%). However, 13 percent of the LRS mothers were professionals compared to 10 percent of the HRS mothers. (See Table 22.)

TABLE 18 -- PERCENTS OF TEACHERS ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES

		Percent of Teachers		
		LRS	HRS	TOTAL
Summer Institutes for the Training of Culturally Disadvantaged Pupils				
	No	56.3*	72.6*	66.0
	Yes, 1	23.6	17.0	19.7
	Yes, 2 or more	15.3	6.6	10.1
	No Response	3.5	3.3	3.4
Membership in National Honor Society				
	Yes	11.1	14.6	13.2
	No	84.0	82.5	83.1
	No Response	3.5	2.8	3.1
Reading of Educational Journals				
	No	34.0*	28.8*	30.9
	Yes, 1	41.0	34.0	36.8
	Yes, 2	13.2	24.5	19.9
	Yes, 3 or more	6.9	9.9	8.7
	No Response	2.8	1.9	2.2
Recent Inservice Courses				
Reading:	Yes	83.3*	54.2*	66.0
	No	13.2	34.2	25.8
	No Response	3.5	11.3	8.1
Language Arts:	Yes	37.5	35.8	36.5
	No	27.1	45.8	38.2
	No Response	35.4	18.4	25.3
Mathematics:	Yes	27.1	30.7	29.2
	No	38.9	47.6	44.1
	No Response	32.6	21.7	26.1

* Substantial disproportion.

TABLE 19 -- SEX, AGE, AND SALARY STATISTICS FOR TEACHERS

	PERCENT OF TEACHERS				PERCENT OF TEACHERS		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
SEX				SALARY			
Male	11.1	17.0	14.6	$ 7,000-$ 7,999	2.8	2.4	2.5
Female	88.2	82.1	84.6	8,000- 8,999	-	1.9	1.1
No Response	-	.5	.3	9,000- 9,999	2.8	6.1	4.8
				10,000- 10,999	11.1	10.8	11.0
AGE				11,000- 11,999	16.0*	9.4*	12.1
				12,000- 12,999	14.6*	7.1*	10.1
Under 26	11.8	14.2	13.2	13,000- 13,999	16.7	9.4	12.4
26-35	44.4*	36.3*	39.6	14,000- 14,999	4.2	8.5	6.7
36-45	22.2	23.1	22.8	15,000 or more	22.9	38.7	32.3
46-55	13.9	17.0	15.7	No Response	8.3	5.7	6.7
56-65	4.9	7.1	6.2				
No Response	2.1	2.4	2.2				

* Substantially disproportionate.

TABLE 20 -- PERCENTS OF TEACHERS COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES

	PERCENT BELONGING		
	LRS	HRS	TOTAL
A City in Maryland	36.8*	12.3*	22.2
A Suburb in Maryland	17.4	21.7	19.9
A Town in Maryland	16.0*	26.9*	22.5
Another State	27.8*	36.3*	32.9
Other Than North America	.7	.9	.8
Unknown (No Response)	1.4	1.9	1.7

* Substantially disproportionate.

TABLE 21 -- PERCENTS OF TEACHERS IN CLASSIFICATIONS OF PARENTAL EDUCATIONAL LEVELS

	Percent With Fathers' Educational Level			Percent With Mothers' Educational Level		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Some Grade School	9.0	8.0	8.4	4.2	4.2	4.2
Finished Grades	13.2	17.5	15.7	10.4	9.9	10.1
Some High School	16.7	17.0	16.9	19.4	16.5	17.7
Finished High School	18.8	18.9	18.8	23.6	32.1	28.7
Technical/Business	1.4	9.0	5.9	12.5	9.0	10.4
Some College	13.9	7.5	10.1	7.6	9.0	8.4
College Graduate	3.5	6.6	5.3	9.0	7.5	8.1
Graduate School	10.4	7.1	8.4	2.8	3.3	3.1
Unknown	6.9	4.2	5.3	7.6	6.1	6.7

TABLE 22 -- PERCENTS OF TEACHERS IN CLASSIFICATIONS OF PARENTAL OCCUPATIONAL LEVELS

	PERCENTS WITH FATHER'S OCCUPATION			PERCENTS WITH MOTHER'S OCCUPATION		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Technical	4.2	1.9	2.8	1.4	.9	1.1
Official	1.4	4.7	3.4	-	-	-
Managerial	10.4	17.0	14.3	4.9	3.8	4.2
Semi-Skilled	16.0	14.6	15.2	24.3	18.9	21.1
Sales	2.1	4.2	3.4	.7	1.9	1.4
Farm Manager	5.6	12.7	9.8	-	-	-
Farm Worker	.7	.5	.6	-	-	-
Labor	20.8	6.1	12.1	2.8	1.9	2.2
Professional	14.6	11.3	12.6	13.2	10.4	11.5
Skilled Worker	12.5	15.6	14.3	3.5	1.9	2.5
Homemaker	-	-	-	36.8	49.1	44.1
Unknown	11.8	11.3	11.5	12.5	11.3	11.8

Concerning teacher-related activities, 49 percent of the LRS teachers spend three or more hours a day in preparation for teaching in contrast to 41 percent of the HRS teachers. However, a higher percentage of the HRS principals reported that their teachers spend more time helping students outside of class. (See Table 23.)

TABLE 23 -- PERCENTS OF TEACHERS IN CATEGORIES OF TWO TYPES OF TIME UTILIZATION

PERCENTS OF TEACHERS SPENDING HRS/DAY PREPARING				PERCENTS OF TEACHERS REPORTING STUDENTS SEEKING HELP OUTSIDE CLASS			
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
None	2.8	1.4	2.0	Every Day	16.7	31.1	25.3
1	9.0	22.2	16.9	Few/Week	33.3	28.8	30.6
2	36.1	32.5	34.0	Once a Week	10.4	5.7	7.6
3	23.6	25.9	25.0	Few/Month	24.3	25.9	25.3
4 or More	25.7	15.1	19.4	Never	12.5	7.1	9.3
No Response	2.8	2.8	2.8	No Response	2.8	1.4	2.0

The teachers were asked a group of questions on their perceptions of teaching-related activities. The average response of the HRS teachers indicated that they spend more time than the LRS teachers in working with students on problems and in preparing for teaching or counseling and more hours in classroom teaching. They also expressed a greater degree of satisfaction with student evaluation than the LRS teachers. The LRS teachers felt that they spent more time in the selection of curriculum and had a greater degree of control over the curriculum. They also felt that they spent more hours in counseling, volunteering for school activities and helping children after school. (See Table 24.)

When asked what their preference was in regard to students, the HRS teachers showed a slightly higher preference for a student of higher socio-economic background and higher ability. However, the difference was very small. The HRS

teachers seemed to prefer equally either an average class or a mixed ability group. The LRS teachers seemed to prefer an average class over a mixed ability class.

Socio-economic background preferred	LRS	HRS	TOTAL
(1=high; 5=low)	3.1	2.9	2.9
Student ability preferred			
(1=high; 5=low)	2.8	2.7	2.8

	Percentage		
Type of class preferred	LRS	HRS	TOTAL
high ability	11.1	13.2	12.4
average	32.6	29.2	30.6
low	4.9	3.8	4.2
mixed	26.4	29.2	28.1
no preference	22.2	21.7	21.9
no response	2.8	2.8	2.8

In rating the other staff members in their schools, the HRS teachers ranked higher (76% rated above average to excellent in the HRS schools, 62% in the LRS schools). Principals, in rating the teachers, also ranked the HRS teachers higher (75% HRS teachers rated above average to excellent in contrast to 36% of the LRS teachers.) (Table 25) The HRS teachers showed a slightly higher satisfaction with their roles as teachers (HRS=1.9; LRS=2.1 with 1 being high).

There was a great difference between the two groups in rating the school's reputation. The HRS teachers gave their school a 1.9 average and the LRS teachers gave their school a 2.9 average, with 1 being among the best.

A look at the characteristics of the classes they taught showed large classes in the LRS schools and a higher degree of grouping taking place there. Forty-eight percent of the LRS teachers had classes of 30 or more in contrast to 27 percent of the HRS schools. This may be a very significant statistic. Seventy-nine percent of the LRS teachers had classes that were totally or mostly grouped in contrast to 68 percent of the HRS teachers. (See Table 26.)

TABLE 24 -- AVERAGE TEACHER RESPONSES TO QUESTIONS CONCERNING TEACHING RELATED ACTIVITIES

	Average Response		
	LRS	HRS	TOTAL
Teacher Selection of Curriculum (1=Always; 5=Never)	2.2	2.5	2.4
Working With Students on Problems (1=Always; 5=Never)	3.1	2.8	2.9
Exercise of Control Over Curriculum (1=Always; 5=Never)	2.7	2.9	2.8
Satisfaction With Student Evaluation (1=Excellent; 5=Poor)	2.4	2.2	2.3
Preparing for Teaching or Counseling (1=one hour/day; 5=four or more hours/day)	3.6	3.3	3.4
Hours Spent in Classroom Teaching (1=1 or less; 5=five or more)	4.4	4.8	4.6
Hours Spent in Counseling per Week (1=None; 5=eleven or more)	2.1	2.2	2.1
Volunteering for School Activities (1=Always; 5=Never)	2.2	2.4	2.3
Helping Students After School (1=Always; 5=Never)	2.6	2.8	2.7

TABLE 25 -- TEACHER AND PRINCIPAL RATINGS OF THEIR SCHOOL'S TEACHING STAFF

	PERCENT OF PRINCIPALS RATING THEIR SCHOOL STAFF			PERCENT OF TEACHERS RATING THEIR SCHOOL STAFF		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Excellent	-*	25.0*	14.8	15.3*	30.2	
Above Average	36.4*	50.0	44.4	46.5	45.8	24.2
Average	63.6*	6.3	29.6	29.9	17.0*	46.1
Below Average	-	-	-	.7	.9	22.2
Poor	-	-	-	-	-	.8
No Response	-	18.8	11.1	7.6	6.1	-
						6.7

* Substantially disproportionate

TABLE 26 -- TEACHER RATING OF CLASS NUMBER AND ABILITY

PERCENT OF TEACHERS RATING AVERAGE CLASS TAUGHT				PERCENT OF TEACHERS RATING EXTENT OF ABILITY GROUPING			
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
6-10 pupils	2.8	.9	1.7	Total	20.8	9.4	14.0
11-14 pupils	-	-	-	Mostly	58.3	58.5	58.4
15-20 pupils	.7	3.8	2.5	Some	16.7	21.2	19.4
21-24 pupils	6.9	24.1	17.1	Little	.7	4.2	2.8
25-29 pupils	41.0	43.4	42.4	None	2.1	2.8	2.5
30-34 pupils	41.0	23.1	30.3	Don't Know	-	.5	.3
35-39 pupils	6.9	4.2	5.3	No Response	1.4	3.3	2.5
No Response	.7	.5	.6				

When asked their preferences as to the number of students they preferred in their class, there was only a slight difference. There appeared to be little difference in preference for grouping by academic ability. (See Table 27.)

TABLE 27 -- AVERAGE TEACHER PERCEPTIONS OF CLASS CHARACTERISTICS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Preference for Number of Students (1=10 students or fewer; 5=26 or more)	3.3	3.2	3.2
Average Number of Students at One Time (1=10 students or fewer; 5=26 or more)	4.3	4.3	4.3
Extent Students are Grouped by Academic Performance (1=total; 5=none)	2.0	2.1	2.1

There are important differences in the parent/teacher relationships between the two groups of schools. The principals of the HRS schools felt that their teachers hold more conferences with parents. They gave them a higher rating in communication at PTA meetings and in working jointly with parents in extra-curricular activities. HRS teachers also expressed a higher degree of satisfaction in their relationships with parents. (See Table 28.)

However, the statistics show that the LRS teachers have more parents visiting their classrooms. (See Table 29.)

TABLE 28 -- AVERAGE PRINCIPAL PERCEPTIONS OF TEACHER-PARENT RELATIONSHIPS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Teachers Hold Regular Parent Conferences (1=always; 5=never)	2.9*	1.8*	2.2
Teachers and Parents Communicate in Positive Manner at PTA Meetings (1=always; 5=never)	2.5*	2.0*	2.2
Parents and Teachers Work Jointly on Extracurricular Activities (1=always; 5=never)	3.2*	2.5*	2.8
Teacher Satisfaction of Relationship With Parents (1=excellent; 5=poor)	2.3*	1.9*	2.1

* Differences exceed a standard error

TABLE 29 -- PERCENTS OF PARENTS VISITING CLASSROOM PER MONTH

	PERCENT OF PARENTS		
	LRS	HRS	TOTAL
More Than 10	6.3	3.3	4.5
6-10	8.3	3.3	5.3
3-5	20.1	19.3	19.7
1-2	38.2	38.7	38.5
None	25.7	30.2	28.4
No Response	1.4	5.2	3.7

When the principals were asked to give their perceptions of teachers' relationships with other teachers, the only differences between the two groups of schools appeared to be in teachers knowing the family background of other faculty members. When the teachers were asked their perceptions, the only difference came in the rating of the leadership ability of the other teachers. The HRS teachers rated their staff slightly higher than the LRS teachers. (See Table 30.)

TABLE 30 -- AVERAGE TEACHER RESPONSE CONCERNING THEIR RELATIONSHIPS WITH OTHER TEACHERS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Closest Friends Are Faculty (1=always; 5=never)	3.9	3.9	3.9
Know Family Background of Other Faculty (1=always; 5=never)	3.4*	2.5*	2.9
Exert Pressures on Other Faculty (1=always; 5=never)	3.8	3.8	3.8
Satisfaction With Relationships With Other Faculty (1=excellent; 5=poor)	1.8	1.8	1.8
Frequency of Joint Activities With Other Teachers (1=always; 5=never)	2.8	2.9	2.8
Rating of Leadership Ability of Teachers (1=excellent; 5=poor)	2.2*	1.9*	2.0

*Difference exceeds a standard error

There did not seem to be differences in the teachers' perceptions concerning the planning and teaching of their lessons, except that LRS teachers plan together more than do HRS teachers. About the same percentage of teachers in each group used the same techniques. (See Table 31.)

TABLE 31 -- PERCENTS OF TEACHERS' PERCEPTIONS CONCERNING THE PLANNING AND TEACHING OF LESSONS

	PERCENT OF TEACHERS		
	LRS	HRS	TOTAL
Plan and Teach Lessons by Self	66.7	64.6	65.4
Take Turns With Other Teachers to Plan and Present Lessons	2.1	2.4	2.2
Work Together to Plan, but Present to Own Class	19.4	15.1	16.9
Work Together to Jointly Plan and Present Lessons	6.3	7.5	7.0
Other	2.8	6.1	4.8
No Response	2.8	4.2	3.7

In frequency of sharing materials with other teachers and frequency of joint activities, there seemed to be no difference in the sharing but the HRS teachers appeared to share more activities or lessons together with one another. (See Table 32.)

TABLE 32 -- PERCENTS OF FREQUENCY OF SHARING MATERIALS OR TEACHING OF JOINT LESSONS BY TEACHERS

FREQUENCY OF SHARING INSTRUCTIONAL MATERIALS				FREQUENCY OF JOINT ACTIVITIES OR LESSONS			
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
Total	14.6	12.7	13.5	At Least Once/Day	11.1	15.6	13.8
Mostly	45.8	46.2	46.1				
Some	31.9	31.1	31.5	Several Times/Week	9.0	17.9	14.3
Little	5.6	6.1	5.9	Once/Week	10.4	5.2	7.3
None	-	.9	.6	Once or Twice/Month	19.4	17.9	18.5
Don't Know	.7	1.4	1.1	Less Than Once/Month	45.1	39.2	41.6
No Response	1.4	1.4	1.4	No Response	4.9	4.2	4.5

In the area of teacher/principal relations, the HRS principals rated themselves higher. The greatest difference between the two groups was in listening to what the faculty had to say. Again, the HRS principals rated themselves higher. (See Table 33.)

When the teachers were asked to rate their environment, the largest difference was found in freedom to try new approaches, and it favored the HRS teachers. (See Table 34.)

TABLE 33 -- AVERAGE PRINCIPAL RESPONSE TO THEIR PERCEPTIONS OF PRINCIPAL STAFF RELATIONSHIPS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Keep Faculty Working as Team (1=Always; 5=Never)	2.5	2.2	2.3
Extent of Listening to Faculty (1=Always; 5=Never)	2.4*	1.7*	1.9
Extent Faculty Meeting is Teacher Report Meeting (1=Always; 5=Never)	3.3	3.1	3.2
Extent Faculty Has Say in Allocation of School Funds (1=Always; 5=Never)	2.8*	2.4*	2.5

* Difference exceeds a standard error

TABLE 34 -- AVERAGE TEACHER RESPONSE TO THEIR SATISFACTION WITH SCHOOL ENVIRONMENT

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Satisfaction With Relationship With Principal (1=Excellent; 5=Poor)	1.8	1.9	1.9
Satisfaction With Evaluations of Teachers (1=Excellent; 5=Poor)	2.5	2.3	2.4
Satisfaction With Opportunities to Try New Approaches (1=Excellent; 5=Poor)	2.2*	1.9*	2.0
Satisfaction With Role of Teacher (1=Excellent; 5=Poor)	2.1	1.9	1.9

* Difference exceeds a standard error

When the teachers were asked to rate the principal, average responses were almost identical. The HRS principals received a slightly higher rating in the discipline of students and the allocation and distribution of resources. (See Tables 35 and 36.)

TABLE 35 -- AVERAGE TEACHER RESPONSES TO RATING OF SCHOOL ADMINISTRATION

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Support of Teaching Staff (1=Excellent; 5=Poor)	1.9	1.9	1.9
Group Involvement in School Decision-Making (1=Excellent; 5=Poor)	2.4	2.4	2.4
Attendance and Discipline of Students (1=Excellent; 5=Poor)	2.5	2.3	2.4
Allocation of Resources (1=Excellent; 5=Poor)	2.3	2.1	2.2
Distribution of Materials (1=Excellent; 5=Poor)	2.3	2.1	2.2

TABLE 36 -- AVERAGE TEACHER RESPONSES TO RATING OF PRINCIPAL

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Providing Teachers With Ways to Gain New Teaching Ideas (1=Excellent; 5=Poor)	2.1	2.2	2.2
Backing Teachers in Student Discipline (1=Excellent; 5=Poor)	1.9	2.0	1.9
Supporting Special Projects of Teachers (1=Excellent; 5=Poor)	1.9	1.9	1.9
Listens to What Teachers Have to Say (1=Always; 5=Never)	1.7	1.8	1.8
Looks Out For Teacher's Personal Welfare (1=Always; 5=Never)	1.6	1.7	1.6
Is There When Teachers Need Him/Her (1=Always; 5=Never)	1.7	1.6	1.7

2.5 Highlights of Teacher Profile

The HRS faculties in general are more experienced and stable, tend to have more education, have taken more of their training in general elementary education, and come from a greater diversity of educational backgrounds, both socially and geographically, than the LRS faculties. The faculties of the HRS schools tend to have more positive self concepts and better concepts of their schools, and their pupils than do the teachers in the LRS schools. The HRS schools tend to have fewer classes with 30 or more children in them. This appears to offer support to the often stated concerns of teacher groups suggesting an important relationship between class size and student learning. The teachers in the HRS schools also tend to have better relationships with their parents, holding more conferences with them, and seeing them more commonly at PTA meetings. LRS teachers on the other hand, tend to request parents come to school more commonly than do HRS teachers.

Some of the implications of these findings are again that we should expect to see a rise in the achievement level of students to the degree that it is related to any of the variables noted here about the HRS teachers. Teaching population in general is getting more stable and also getting older, and more experienced. One of the common complaints that the visiting evaluation team members heard from principals of LRS schools was that they were far too commonly used as training grounds for beginning teachers and they stated numerous times that it was very difficult to try to raise childrens' achievement levels when an enormous amount of time must be spent training beginning teachers how to teach. The data presented in this section would suggest that this phenomenon should be less common in all schools in the future since the faculties in all schools are much more stable than in the past and, therefore,

again we might expect to see a rise in children's achievements in school to the degree that it is associated with stability of staff.

2.6

TEACHER AIDE PROFILE

During the first round of the evaluation teams' visits to the schools, it became evident that the use of school aides differed markedly between the HRS schools and the LRS schools. It was therefore decided to design a questionnaire to collect information on aide activities in the school which would attempt to identify differences between these groups of schools on yet another variable.

In contrast to the LRS teachers, the LRS teacher aides have been on the job longer and have been at their present school longer than the HRS teacher aides. The LRS schools also have twice as many teacher aides per school as the HRS schools (HRS=3.2, LRS=7). (See Table 37.)

TABLE 37 -- TEACHER AIDE EXPERIENCE AND NUMBER OF YEARS IN PRESENT SCHOOL

NUMBER OF YEARS	PERCENT BELONGING AIDE EXPERIENCE			PERCENT BELONGING IN PRESENT SCHOOL		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
None	1.2	4.5	2.7	2.4	4.5	3.3
1-2	3.6	25.4	13.3	15.7	32.8	23.3
3-4	20.5	28.4	24.0	27.7	28.4	28.0
5-9	67.5*	25.4*	48.7	42.2*	20.9*	36.0
10-14	7.2	14.9	10.7	4.8	11.9	8.0
No Response	-	1.5	.7	1.2	1.5	1.3

* Substantially disproportionate.

The HRS aides are, however, better educated; almost twice as many have college degrees. This finding may reflect a philosophy of the LRS schools to hire neighborhood people. It is also evident that many trained teachers are accepting jobs as aides as a way of getting a teaching job. (See Table 38.)

TABLE 38 -- EDUCATION AND MAJOR FIELD OF STUDY OF TEACHER AIDES

YEARS COMPLETED	PERCENT OF AIDES WITH HIGHEST LEVEL ACHIEVED		
	LRS	HRS	TOTAL
8th Grade	1.2	-	.7
Some High School	9.6	-	5.3
High School Diploma	44.6*	56.7*	50.0
Some College	32.5	31.3	32.0
College Degree	4.8	9.0	6.7
Graduate Degree	-	-	-
No Response	7.2	1.5	4.7

	PERCENT OF AIDES MAJORING IN FIELDS OF HIGHER EDUCATION		
	LRS	HRS	TOTAL
Agriculture	1.2	-	.7
Business	4.8	6.0	5.3
Elem. Education	24.1*	11.9*	18.7
Sec. Education	-	1.5	.7
English	-	3.0	1.3
Music - Art	2.4	-	1.3
Psychology	1.2	4.5	2.7
Vocational	-	1.5	.7
Special Educ.	1.2	1.5	1.3
Other	4.8	7.5	6.0
No Response	60.2	62.7	61.3

*Substantially disproportionate.

To compensate for relative lack of training, LRS aides have received more specialized training, workshops, and inservice courses in reading, math, and language arts. (See Tables 39 and 40.) Special training was more often given by the teacher in the LRS schools while in the HRS schools, the teacher and the county personnel shared the training responsibility.

TABLE 39 -- PERCENT OF TEACHER AIDES HAVING IN-SERVICE COURSES

	PERCENT HAVING INSERVICE COURSES IN								
	READING			LANGUAGE			MATH		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Yes	75.9*	32.8*	56.7	59.0*	13.4*	38.7	44.6*	20.9*	34.0
No	14.5*	55.2*	32.7	14.5*	65.7*	37.3	18.1*	59.7*	36.7
No Response	9.6	10.4	10.0	26.5	20.9	24.0	37.3	19.4	29.3

* Substantially disproportionate.

TABLE 40 -- PERCENTS OF TEACHER AIDES HAVING SPECIAL TRAINING, BY WHOM, AND KIND

	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
Having Had Special Training			
Yes	92.8*	64.2*	80.0
No	6.0	35.8	19.3
No Response	1.2	-	.7
If Yes, By Whom			
Teacher	38.6*	20.9*	30.7
Principal	3.6	3.0	3.3
County Administration	7.2*	20.9*	13.3
College	7.2	1.5	4.7
No Response	43.4	53.7	48.0
If Yes, Kind of Training			
Workshops	31.3*	20.9*	26.7
Courses	4.8	1.5	3.3
Training on a one to one basis	4.8	13.4	8.7
No Response	59.0	62.7	60.7

* Substantially disproportionate.

Probably because of their Title I designation, more LRS aides attended summer institutes for teaching the culturally handicapped. The LRS aides read more educational journals. (See Table 41.)

TABLE 41 -- PERCENTS OF TEACHER AIDES ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES

	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
Summer Institutes for the Training of Culturally Disadvantaged Pupils			
No	34.9*	82.1*	56.0
Yes, 1	31.3*	7.5*	20.7
Yes, 2 or more	21.7	3.0	13.3
No Response	12.0	7.5	10.0
Reading of Educational Journals			
No	48.2*	77.6*	61.3
Yes, 1	28.9*	13.4*	22.0
Yes, 2	4.8	4.5	4.7
Yes, 3 or more	3.6	1.5	2.7
No Response	13.3	3.0	8.7

* Substantially disproportionate.

The aides in both sets of schools are similar in age and sex. The salaries of the LRS schools are higher, which is probably due to longer service. (See Table 42.)

TABLE 42 -- SEX, AGE, AND SALARY STATISTICS FOR TEACHER AIDES

	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
SEX			
Male	3.6	-	2.0
Female	96.4	98.5	97.3
No Response	-	1.5	.7
AGE			
Under 26	9.6	11.9	10.7
26-35	38.6	37.3	38.0
36-45	26.5	22.4	24.7
46-55	19.3	22.4	20.7
56-65	3.6	4.5	4.0
No Response	2.4	1.5	2.0

	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
SALARY			
Under $4,000	12.0	58.2	32.7
4,000-4,999	49.4	20.9	36.7
5,000-5,999	28.9	11.9	21.3
6,000-6,999	2.4	7.5	4.7
7,000-7,999	2.4	-	1.3
No Response	4.8	1.5	3.3

The educational backgrounds of the aides' fathers are fairly similar, with 32.5 percent of the LRS fathers and 35.9 percent of HRS fathers having completed high school. (See Table 43.)

TABLE 43 -- PERCENTS OF TEACHER AIDES IN CLASSIFICATIONS OF FATHERS' EDUCATIONAL LEVELS

	PERCENT WITH FATHERS' EDUCATIONAL LEVEL		
	LRS	HRS	TOTAL
Some Grade School	12.0	4.5	8.7
Finished Grade School	10.8	16.4	13.3
Some High School	18.1	19.4	18.7
Finished High School	14.5	19.4	16.7
Technical/Business	6.0	4.5	5.3
Some College	4.8	6.0	5.3
College Graduate	4 8	1.5	3.3
Graduate School	2.4	4.5	3.3
Unknown	19.3	17.9	18.7
No Response	7.2	6.0	6.7

More of the LRS aides come from a city in Maryland, while the HRS aides come from a variety of areas. (See Table 44.)

TABLE 44 -- PERCENTS OF TEACHER AIDES COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES

	PERCENT BELONGING		
	LRS	HRS	TOTAL
A City in Maryland	57.8	14.9	38.7
A Suburb in Maryland	19.3	28.4	23.3
A Town in Maryland	7.2	35.8	20.0
Another State	12.0	20.9	16.0
No Response	3.6	-	2.0

Most aides in both LRS and HRS schools are on a full-time paid basis, while the HRS schools have some part-time paid aides. Both seem to have about the same number of volunteer aides. Sources of funds for salaries differ. The LRS aides are primarily Title I aides whereas over one-third of the HRS aides are paid by the local educational agencies. (See Table 45.)

TABLE 45 -- EMPLOYMENT STATISTICS OF TEACHER AIDES

	PERCENT OF TEACHER AIDES					
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
EMPLOYMENT STATUS				FUNDS EMPLOYED UNDER			
Part-Time Volunteer	0	1.5	.7	Title I	91.6	61.2	78.0
Full-Time Volunteer	2.4	1.5	2.0	County	6.0	35.8	19.3
Part-Time Paid	1.2	13.4	6.7	State	1.2	-	.7
Full-Time Paid	95.2	83.6	90.0	No Response	1.2	3.0	2.0
No Response	1.2	-	.7				

LRS aides seem to work with grades K-3 more and the HRS aides seem to be spread across all grades. The LRS aides appear to work with larger groups, with 71 percent working with 21 or more pupils compared to 58.2 percent of the HRS aides. While LRS aides work with all types of pupils, they seem to work in a higher concentration with mixed groups, while the HRS aides work more with low ability groups. (See Table 46.)

TABLE 46 -- PERCENTS OF TEACHER AIDES' PERCEPTIONS TO CLASS CHARACTERISTICS

GRADE WORKING WITH	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
K	20.0	20.9	16.0
1	25.3*	13.4*	20.0
2	18.1	17.9	18.0
3	25.3*	14.9*	20.7
4	12.0	20.9	16.0
5	-	1.5	.7
6	-	1.5	.7
No Response	7.2	9.0	8.0
TYPE OF CHILD WORKING WITH			
High Ability	1.2	-	.7
Average Ability	2.4	1.5	2.0
Low Ability	21.7	47.8	33.3
Mixed Ability	60.2	31.3	47.3
No Response	14.5	17.9	16.0

	AVERAGE NUMBER OF CHILDREN WORKING WITH		
	LRS	HRS	TOTAL
5 or below	1.2	-	.7
6-10	3.6	9.0	6.0
11-14	8.4	13.4	10.7
15-20	14.5*	19.4*	16.7
21-24	8.4	13.4	10.7
25-29	31.3*	3.0*	18.7
30-34	15.7*	6.0*	11.3
35-39	3.6	3.0	3.3
40 or above	12.0*	32.8*	21.3
No Response	1.2	-	.7

* Substantially disproportionate.

Because of the restrictions of Title I, the duties of the aides in some schools are pretty well pre-determined, as are the kinds of children they work with. Although most of their duties seem similar, the HRS aides do more playground and cafeteria supervision. The LRS aides spend more time in preparation for the day's work. This may be due to the nature of their duties. (See Table 47.)

TABLE 47 -- TEACHER AIDE PREPARATION AND TYPES OF SERVICES PERFORMED

	PERCENT OF TEACHER AIDES		
	LRS	HRS	TOTAL
TYPES OF SERVICES PERFORMED			
Working With Individual Children	10.8	7.5	9.3
Working With Small Groups or Drill Work	4.8	6.0	5.3
Listening to Children Read	20.5	16.4	18.7
Teaching Reading or Math to Small Groups	53.0*	28.4*	42.0
Teaching Reading or Math to Whole Class	85.5	92.5	88.7
Correcting Papers and Record Keeping	15.7	14.9	15.3
Making Charts and Other Visual Aids	12.0	19.4	15.3
Supervision of Children on Playground or Lunchroom	14.5	41.8	26.7
Diagnostic Work	55.4*	70.1*	62.0
HOURS OF PREPARATION			
None	3.6*	32.8*	16.7
1	42.2*	32.8*	38.0
2	20.5	10.4	16.0
3	4.8	1.5	3.3
4 or more	18.1	1.5	10.7
No Response	10.8*	20.9*	15.3

* Substantial disproportion.

2.7 Highlights of Teacher Aide Profile

The findings on the aides in the two groups of schools are most interesting. The length of employment of the LRS aides is substantially longer than that of the HRS aides. This is due to a number of factors. One is that many of the LRS schools are also Title I schools and, therefore, were encouraged some time ago to recruit aides. They were encouraged under Title I regulations to employ, as aides, parents from the neighborhood. In general, the parent aides from the neighborhoods have found that the job is rewarding, fulfilling, and economically important, and, therefore, have tended to stay with the job for long periods of time. The use of aides in the HRS schools is a more recent phenomenon and more of them are paid from local funds, which gives the school greater flexibility in the ways they are used. These schools, therefore, have tended to hire people who do not come from the immediate area of the school, but who reflect a diversity of backgrounds, bringing to the learning situation a variety of perspectives that may be new to the local culture. In addition, the HRS aides are better trained and educated and, therefore, may make a greater contribution to the students' learning.

These findings present school administrators with an interesting problem. On the one hand the research seems to indicate that parental and community involvement is an important factor in school achievement: to employ aides from the local community would seem to be a good thing. Contrasting with that, there are increasing numbers of trained teachers who are willing to be employed as aides with the hope of future employment

as teachers in the school system. They are applying for jobs which less well trained neighborhood aides formally received. Which of these two alternatives is the better to choose is not easily apparent to the authors of this report. It might be assumed, however, that at least as far as student achievement is affected, more highly educated aides seem to have a more positive effect than do less well educated aides who come from the neighborhood.

2.8

PRINCIPAL PROFILE

The literature reviewed for this Process Evaluation shows that many writers view the principal of an elementary school as a particularly important and crucial individual. This conclusion was borne out during the visits of the team members to the HRS and the LRS schools, particularly in terms of their first encounter with the principal. The following material is based primarily upon subjective judgments made by the visiting team in their visits to the schools. It will be followed by a detailed documentation of the statistical and attitudinal information that was collected as part of this project.

In the first encounter, generally speaking, the principals in the HRS schools were seen to be well organized; they could lay their hands on the information needed. Administrative duties did not seem to overburden them and they appeared to be extremely knowledgable concerning the activities in their school. For instance, in most of the HRS schools all of the questionnaires that the principal was to return or discuss with the visiting team members were completed and ready to be discussed. The principal and/or his/her secretary knew immediately where they were. In some of the LRS schools, the principal was much less well prepared for our visit. The material had not, in some cases, been distributed to the teachers; and, in some cases, the material had been mislaid, or it was suggested that it had never been received.

One of the impressive facts about the HRS schools and their principals was the amount of time the principal seemed to spend out of the office and specifically in the classroom actively teaching. One principal in an HRS school was so popular and in such demand with his teachers that he had to provide an appointment book for his teachers to schedule their requests

for his visits. He said he scheduled his day so that he would be out of his office 50 percent of the time. In the LRS schools, the principal seemed to spend a great deal more of his/her time in his/her office than was commonly true of the principals in the HRS schools.

The HRS principals also suggested to us that they have relatively few discipline problems that they have to handle in the office. Since they are in the halls and classrooms so often, they tend to handle most of their discipline problems there. In fairness to the LRS school principals, some of them adopted similar procedures. As a matter of fact, one LRS school principal said to us that he tried to handle no discipline problems in his office. On the contrary, he tried to have children stop by his office each day to tell him good things that had happened to them in school that day to reinforce the concept that the principal's office is a friendly place.

Another observation that the team members made in the HRS schools was that the principals consistently had very high expectations of themselves, their teachers, and their students. This high level of expectation commonly translated into thorough knowledge of each of his/her teachers' abilities and weaknesses, and of the individual children in his/her school. It is important to note that these high levels of expectations were backed up by competence on the part of the principal to help teachers and students succeed in school. The principals in the HRS schools had, in general, been in their schools for a much longer period of time than the principals in the LRS schools. The HRS principal has had more time helping the teachers meet his expectations. The principals in the HRS schools also indicated to the team that they had "hand picked"

a great many of their teachers. In many cases they had chosen teachers only after observing them in another school in their county and making sure of consistency of philosophy between the teacher and the principal.

The HRS principals also tended to have a particular strength on which they built in terms of their level of expectation of excellence on the part of their teachers. In fairness to the LRS principals, it should be noted that many of the present LRS principals were recruited to their present school specifically because the school was not doing well and it was their assigned task to try and "turn it around." In the team's opinion, a considerable number of them are successfully doing this.

It is also important to observe that a number of the LRS principals noted that their schools tended to serve as training grounds for "better schools." By this they meant that many of the first year teachers were assigned to their schools and they spent a lot of time training the teachers and then the teacher would request to transfer to a "better school in the district." The LRS principals thought that this situation was changing because fewer new teachers are being hired. For the first time in many years their faculties were quite stable. They felt they would not have to spend as much time in the future on training as they had in the past and could make some progress raising the achievement level in their schools.

The high level of expectation on the part of the HRS principals is not, it is important to note, uniformly applauded by their teachers. Most HRS principals were concerned that the teachers and the children in their schools be happy and feel that the school was a pleasant and happy place to be. One had the feeling, though, that if the HRS principal had to make a choice between the children and the teachers succeeding and the

children learning or being happy and thinking that school was a fun place, they would choose the former.

Another way of saying this is that the HRS principal tends to be more oriented towards the cognitive and less towards the affective. The LRS principals tend to be somewhat the opposite. It is stressed that this finding is not true of all HRS principals or all LRS principals. There are important exceptions to these observations.

There seem to be significant differences in the experience and training of the principals. The HRS principals have been principals longer and have been in their present schools longer than the LRS principals. Seventy-five percent of the HRS principals have been principals for more than six years, while only 27 percent of the LRS principals have been principals for that long. Forty-four percent of the HRS principals have been in their present schools for six years or longer in contrast to 9 percent of the LRS principals. (See Table 48.)

TABLE 48 -- EXPERIENCE AS A PRINCIPAL

	PERCENT AS PRINCIPALS			PERCENT AS PRINCIPALS IN PRESENT SCHOOL		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
NUMBER OF YEARS						
1	9.1	-	3.7	18.2	12.5	14.8
2-5	63.6*	25.0*	40.7	72.7*	43.8*	55.6
6-10	27.3*	31.3*	29.6	9.1*	31.3*	22.2
11-15	-	25.0*	14.8	-	6.3	3.7
More Than 15	-	18.8*	11.1	-	6.3	3.7

*Substantial disproportion.

LRS principals have more years of teaching experience before becoming principals than HRS principals. Sixty-four percent of the LRS principals have taught for 15 years or more in contrast to 50 percent of the HRS principals. However, 44 percent of the HRS principals taught at least five years in their present schools in contrast to 9 percent of the LRS principals. (See Table 49.)

TABLE 49 -- EXPERIENCE OF PRINCIPAL AS A TEACHER

YEARS	PERCENT OF PRINCIPALS WITH FULL-TIME TEACHING EXPERIENCE			PERCENT OF PRINCIPALS HAVING TAUGHT IN PRESENT SCHOOL		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
None	-	-	-	36.4	37.5	37.0
1-2	-	-	-	18.2	18.8	18.5
3-4	-	-	-	27.3	6.3	14.8
5-9	-	31.3	18.5	9.1	6.3	7.4
10-14	36.4*	18.8*	25.9	-*	25.0*	14.8
15-19	36.4	25.0	29.6	-	-	-
20-29	-	18.8	11.1	-	-	-
30 or more	27.3	6.3	14.8	-	6.3	3.7
No Response	-	-	-	9.1	-	3.7

* Substantial disproportion.

More HRS principals have certification as an elementary principal (HRS=38 percent, LRS=18 percent). There is also a higher percentage of HRS principals on tenure (HRS=63 percent, LRS=55 percent). (See Table 50.)

TABLE 50 -- CERTIFICATION AND EMPLOYMENT STATUS OF PRINCIPALS

	PERCENT OF PRINCIPALS				PERCENT OF PRINCIPALS		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
CERTIFICATION				EMPLOYMENT STATUS			
Advanced Professional	18.2*	31.3*	25.9	Tenured	54.5	62.5	59.3
Elementary Principal	18.2	37.5	29.6	Regular Non-Tenured	36.4	25.0	29.6
No Response	63.6*	31.3*	44.4	No Response	9.1	12.5	11.1

* Substantial disproportion.

Concerning the training the principals have, 19 percent of the HRS principals have a sixth year certificate while only 9 percent of the LRS principals have it. However, at the Master's level more LRS principals have that degree than do HRS principals. Sixty-four percent of the LRS principals also have 21 or more credits beyond their last degree in contrast to 56 percent of the HRS. (See Table 51.)

TABLE 51 -- PERCENTS OF PRINCIPALS IN LEVELS OF EDUCATION

	PERCENT OF PRINCIPALS WITH HIGHEST DEGREE				PERCENT OF PRINCIPALS WITH CREDITS BEYOND		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
Bachelor's	-	-	-	None	-	6.3	3.7
Master's	90.9	75.0	81.5	1-10	9.1	18.8	14.8
Prof./Spec.	9.1	18.8	14.8	11-20	27.3	12.5	18.5
Doctorate	-	-	-	20-30	27.3	25.0	25.9
Unknown	-	6.3	3.7	31 or more	36.4	31.3	33.3

As to the types of majors the principals had in both undergraduate and graduate school, 81 percent of the HRS principals majored in elementary education as undergraduates in contrast to 73 percent of the LRS principals. On the graduate level, a higher percentage of the HRS principals majored in Administration and Supervision. (See Table 52.)

TABLE 52 -- PERCENTS OF PRINCIPALS MAJORING IN FIELDS OF HIGHER EDUCATION: GRADUATE AND UNDERGRADUATE

	UNDERGRADUATE				GRADUATE		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
Elementary Education	72.7	75.0	74.1	Administration & Supervision	63.6	68.8	66.7
Secondary Education	-	6.3	3.7	Elementary Education	27.3	25.0	25.9
Physical Education	9.1	-	3.7	Unknown (No Response)	9.1	6.3	7.4
Social Sciences	18.2	6.3	11.1				
Unknown (No Response)	-	12.5	7.4				

As with the teachers, the LRS principals have had more inservice training in all areas. They have also attended more summer institutes for the teaching of culturally disadvantaged pupils. The LRS principals also have a higher percentage that were in a National Honor Society. However, a higher percentage of HRS principals read more educational journals. (See Table 53.)

TABLE 53 -- PERCENTS OF PRINCIPALS ENGAGED IN PROFESSIONAL DEVELOPMENT AND TRAINING ACTIVITIES

		PERCENT OF PRINCIPALS		
		LRS	HRS	TOTAL
Summer Institutes for the Training of Culturally Disadvantaged Pupils				
	No	45.5	75.0	63.0
	Yes, 1	18.2	12.5	14.8
	Yes, 2 or more	27.3	12.5	18.5
	No Response	9.1	-	3.7
Membership in National Honor Society				
	Yes	45.5	31.3	37.0
	No	45.5	68.8	59.3
	No Response	9.1	-	3.7
Reading of Educational Journals				
	No	36.4	31.3	33.3
	Yes, 1	9.1	25.0	18.5
	Yes, 2	36.4	31.3	33.3
	Yes, 3 or more	18.2	12.5	14.8
Recent Inservice Courses				
Supervision	Yes	81.8	56.3	66.7
	No	-	37.5	22.2
	No Response	18.2	6.3	11.1
Tests and Measurement	Yes	36.4	31.3	33.3
	No	18.2	43.8	33.3
	No Response	45.5	25.0	33.3
Reading	Yes	81.8	37.5	55.6
	No	18.2	50.0	37.0
	No Response	-	12.5	7.4
Mathematics	Yes	45.5	18.8	29.6
	No	27.3	56.3	44.4
	No Response	27.3	25.0	25.9
Language Arts	Yes	36.4	12.5	22.2
	No	36.4	68.8	55.6
	No Response	27.3	18.8	22.2

As with the teachers, most of the LRS principals come from cities in Maryland and the HRS principals come from various parts of the state and out-of-state. (See Table 54.)

TABLE 54 -- PERCENTS OF PRINCIPALS COMING FROM VARIOUS TYPES OF DOMICILE FOR MOST OF THEIR LIVES

	PERCENT OF PRINCIPALS		
	LRS	HRS	TOTAL
A City in Maryland	63.6*	12.5*	33.3
A Suburb in Maryland	27.3	37.5	33.3
A Town in Maryland	9.1	37.5	25.9
Another State	-	12.5	7.4

* Substantial disproportion.

Unlike the teachers, the LRS principals' fathers and mothers were better educated. Thirty-six percent of the LRS fathers graduated from high school in contrast to 19 percent of the HRS fathers. Forty-six percent of the LRS mothers graduated from high school, in contrast to 38 percent of the HRS mothers. (See Table 55.)

TABLE 55 -- PERCENTS OF PRINCIPALS IN CLASSIFICATIONS OF PARENTAL EDUCATIONAL LEVELS

	PERCENT WITH FATHERS' EDUCATIONAL LEVEL			PERCENT WITH MOTHERS' EDUCATIONAL LEVEL		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Some Grade School	-	12.5	7.4	-	6.3	3.7
Finished Grades	9.1	31.3	22.2	18.2	25.0	22.2
Some High School	45.5	31.3	37.0	27.3	31.3	39.6
Finished High School	18.2	6.3	11.1	18.2	31.3	25.9
Technical/Business	-	6.3	3.7	9.1	6.3	7.4
Some College	-	-	-	9.1	-	3.7
College Graduate	-	-	-	-	-	-
Graduate School	18.2	6.3	11.1	9.1	-	3.7
Unknown	9.1	6.3	7.4	9.1	-	3.7

A larger percentage of the LRS fathers were professionals, managers, or officials (HRS=25 percent, LRS=55 percent). A larger percentage of the HRS mothers stayed home as housewives (HRS=69 percent, LRS=36 percent). (See Table 56.)

TABLE 56 -- PERCENTS OF PRINCIPALS IN CLASSIFICATIONS OF PARENTAL OCCUPATIONAL LEVELS

	PERCENTS WITH FATHERS' OCCUPATION			PERCENTS WITH MOTHERS' OCCUPATION		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Official	9.1	-	3.7	-	-	-
Managerial	27.3	18.8	22.2	9.1	6.3	7.4
Clerical	-	-	-	-	12.5	7.4
Semi-Skilled	27.3	31.3	29.6	-	-	-
Sales	-	-	-	-	6.3	3.7
Professional	18.2	6.3	11.1	27.3	-	11.1
Skilled Worker	9.1	37.5	25.9	-	-	-
Homemaker	-	-	-	36.4	68.8	55.6
Unknown	9.1	6.3	7.4	27.3	6.3	14.8

There are more male HRS principals (HRS=75 percent, LRS=46 percent). There appears to be no significant difference in the ages; 36 percent of the LRS principals are over 46 years and 38 percent of the HRS principals are over 46 years. The HRS principals, on the whole, received higher salaries than the LRS principals, which is consistent with the greater experience and educational level. (See Table 57.)

TABLE 57 -- SEX, AGE, AND SALARY STATISTICS FOR PRINCIPALS

	PERCENT OF PRINCIPALS				PERCENT OF PRINCIPALS		
	LRS	HRS	TOTAL		LRS	HRS	TOTAL
SEX				SALARY			
Male	45.5	75.0	63.0	$15,000-$17,999	9.1	12.5	11.1
Female	54.5	25.0	37.0	18,000- 20,999	-	18.8	11.1
				21,000- 23,999	36.4	12.5	22.2
AGE				24,000- 26,999	36.4	43.8	40.7
				27,000- 29,999	9.1	6.3	7.4
26-35	18.2	25.0	22.2	30,000- 32,999	-	-	-
36-45	45.5	37.5	40.7	33,000- 35,999	-	6.3	3.7
46-55	-	25.0	14.8	No Response	9.1	-	3.7
56-65	36.4	12.5	22.2				

During the team's interview of the principals, one of the most important differences to emerge seemed to be the leadership role that the principal assumed in the school. The principals of the HRS schools felt that they spent more time in an instructional role, whereas the LRS principals felt that they spent more of their time in an administrative role.

The principals of the HRS schools felt that they spent about 27 percent of their time in the classroom and of that time about 15 percent actively instructing part or all of the class. For the LRS schools, 19.5 percent of principals' time was spent in the classroom with 5.5 percent of that in an active teaching role. However, according to the results displayed in Table 58, their responses to questionnaires seemed to present a contradiction. The results indicated that the LRS principals felt that they spent more time in an instructional role than the HRS principals. It is the feeling of the evaluation team that the information received during the principal interview is probably more accurate.

There also were important differences between the amount of time that the principals felt they spent in an administrative or an instructional role and their teachers' perceptions of the time they spent. The LRS principals felt that they spent more time than the HRS principals in both categories. The contradictions can be accounted for by the poor design of the principals' questionnaire on this point. It did not force the respondents to restrict themselves to 100 percent of the principal's time. In brief, it is the team's conclusion that HRS principals spent more time in the instructional role and in the classroom than did their LRS colleagues. (See Table 58.)

We asked the principals to rate themselves and the teachers to rate the principals as instructional leaders. HRS principals received a slightly higher rating from the teachers in their effectiveness and the teachers' satisfaction with opportunities to try out new approaches. The LRS principals received a slightly higher rating in looking out for the welfare of their teachers, and providing new ideas. In the principals' outlook, the HRS principals rated themselves higher in helping weaker teachers, looking out for the personal welfare of teachers, and listening to their staffs. They

also felt they had a stronger influence in developing improved curriculum, determining methods for teachers to use in the classroom, and the extent of control they had over program changes. The LRS principals rated themselves higher in giving help after school. In other categories both groups were the same. (See Tables 59 and 60.)

TABLE 58 -- PERCENTS OF PRINCIPALS IN CATEGORIES OF TWO TYPES OF TIME UTILIZATION

	PERCENT OF PRINCIPALS AS PERCEIVED BY TEACHERS			PERCENT OF PRINCIPALS AS PERCEIVED BY PRINCIPALS		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
TIME SPENT IN INSTRUCTIONAL ROLE						
0-20	22.9	29.7	27.0	9.1	18.8	14.8
21-40	26.4	23.1	24.4	27.3	43.8	37.0
41-60	18.1	14.6	16.0	63.6	25.0	40.7
61-80	8.3	6.6	7.3	-	6.3	3.7
81-100	7.6	8.5	8.1	-	-	-
No Response	16.7	17.5	17.1	-	6.3	3.7
TIME SPENT IN ADMINISTRATIVE ROLE						
0-20	3.5	7.1	5.6	-	6.3	3.7
21-40	8.3	11.3	10.1	18.2	18.8	18.5
41-60	23.6	17.9	20.2	54.5	43.8	48.1
61-80	29.2	28.8	28.9	18.2	12.5	14.8
81-100	18.8	17.5	18.0	-	12.5	7.4
No Response	16.7	17.5	17.1	9.1	6.3	7.4

TABLE 59 -- TEACHERS' PERCEPTIONS OF PRINCIPAL IN INSTRUCTIONAL ROLE

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
In Instructional Leadership (1=Excellent; 5=Poor)	2.3	2.2	2.3
In Providing Teachers With New Ideas (1=Excellent; 5=Poor)	2.1	2.2	2.2
In Providing Opportunities to Try New Ideas (1=Excellent; 5=Poor)	2.2	1.9	2.0
In Support of Staff (1=Excellent; 5=Poor)	1.9	1.9	1.9
In Support of Special Projects (1=Excellent; 5=Poor)	1.9	1.9	1.9
In Looking Out for Teacher's Welfare (1=Always; 5=Never)	1.6	1.7	1.6
In Being There When Needed (1=Always; 5=Never)	1.7	1.6	1.7
In Providing a School Program Which Meets Major Needs of Students (1=Always; 5=Never)	1.8	1.7	1.8

TABLE 60 -- PRINCIPALS' PERCEPTIONS OF PRINCIPAL IN INSTRUCTIONAL ROLE

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Stay After School to Help Teachers (1=Always; 5=Never)	2.9	3.3	3.1
Influential in Helping Weaker Teachers (1=Extremely; 5=Not At All)	2.9	2.1	2.4
Look Out for Personal Welfare of Teachers (1=Always; 5=Never)	2.0	1.8	1.9
Listen to Faculty and Staff (1=Always; 5=Never)	2.4	1.7	1.9
Influential in Determining Specific Methods To Be Used by Teachers (1=Extremely; 5=Not At All)	2.8	2.4	2.5
Influential in Developing/Adopting Improved Curricula (1=Extremely; 5=Not At All)	2.7	2.1	2.4
Extent Principal Has Control Over Program Changes (1=Always; 5=Never)	2.8	2.2	2.4

Teachers also rated principals in their administrative roles. Many of the responses were the same for both sets of schools. The HRS teachers, however, rated their principals higher in the distribution and allocation of materials. The LRS teachers gave their principals a slightly higher rating in listening to them. Variations occurred, however, with the principals in their perception of their role. The HRS principals rated themselves higher in most categories. The greatest differences in perception came in the following areas: making all scheduling decisions and the extent to which the roles defined were operational, maintaining control, the extent of responsibility for recommending tenure and contract renewal, and maintaining good morale in school. The LRS teachers rated their principals higher in letting teachers help in curriculum decisions. Again, there were some areas where no difference was evidenced. (See Tables 61 and 62.)

TABLE 61 -- PRINCIPALS' PERCEPTION OF PRINCIPAL IN ADMINISTRATIVE ROLE

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Extent That Faculty Has Control Over Program Changes (1=Always; 5=Never)	2.8	2.7	2.7
Teachers Help Select Which Curriculum Is Taught (1=Always; 5=Never)	2.2	2.3	2.3
Morale of Teachers Is High (1=Always; 5=Never)	2.4	2.1	2.2
Principal Makes All Class Scheduling Decisions (1=Always; 5=Never)	3.8	3.1	3.4
Principal Schedules Teachers' Work (1=Always; 5=Never)	3.8	3.5	3.6
Principal Explains Reasons for Criticism (1=Always; 5=Never)	1.7	1.6	1.6
Principal Maintains Definite Standards of Performance (1=Always; 5=Never)	1.7	1.8	1.7
Principal Takes Necessary Action When Need Arises (1=Always; 5=Never)	1.6	1.5	1.5
Principal Gets Group Approval on Important Matters Before Taking Action (1=Always; 5=Never)	2.2	2.0	2.1
Principal Influential in Carrying Out Policies of Local Board of Education (1=Extremely; 5=Not At All)	2.5	1.6	1.9

TABLE 61 -- CONTINUED

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Principal Influential in Achieving Good Teacher Morale (1=Extremely; 5=Not At All)	2.8	2.0	2.3
Principal Influential in Recommending Teachers for Permanent Tenure (1=Extremely; 5=Not At All)	2.3	1.7	1.9
Principal Influential in Recommending Teachers for Contract Renewal (1=Extremely; 5=Not At All)	3.1	1.9	2.4
Extent That Roles and Responsibilities of Staff Clearly Defined (1=Always; 5=Never)	2.3	1.8	2.0
Extent That Roles and Responsibilities of Staff Operational (1=Always; 5=Never)	2.5	1.9	2.1
Extent Principal Encourages Uniform Procedures by Staff (1=Always; 5=Never)	2.5	2.3	2.4
Extent Principal Asks Staff to Follow Standard Rules and Regulations (1=Always; 5=Never)	2.4	2.4	2.4
Extent Principal Keeps Faculty and Staff Working Together as Team (1=Always; 5=Never)	2.5	2.2	2.3
Extent Teachers Talk About Leaving School System (1=Always; 5=Never)	4.3	4.2	4.2
Extent Faculty Has Say in How Funds Are Allocated in School (1=Always; 5=Never)	2.8	2.4	2.5

TABLE 62 -- TEACHERS' PERCEPTIONS OF PRINCIPAL IN ADMINISTRATIVE ROLE

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Helpful in Record Keeping (1=Excellent; 5=Poor)	1.9	1.8	1.8
Overall Leadership Ability (1=Excellent; 5=Poor)	1.9	1.9	1.9
Utilizes Staff Efficiently (1=Always; 5=Never)	1.8	1.7	1.7
Teachers' Satisfaction With Their Evaluations (1=Excellent; 5=Poor)	2.5	2.3	2.4
Teachers' Satisfaction With Resources and Instructional Materials Available (1=Excellent; 5=Poor)	2.6	2.2	2.4
Allocation of Resources (1=Excellent; 5=Poor)	2.3	2.1	2.2
Distribution of Materials (1=Excellent; 5=Poor)	2.3	2.1	2.2
Involves Staff in Decision-Making (1=Excellent; 5=Poor)	2.4	2.4	2.4
Much School Spirit Shown by Teachers	2.3	2.2	2.2

In community relations the primary differences came in the frequency of group parent meetings called by the principals and in the principals' influence in maintaining good parental attitudes towards the school. In both cases, the HRS principals scored higher. (See Table 63.)

TABLE 63 -- RATING OF PRINCIPAL IN COMMUNITY RELATIONS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Frequency That Principal Holds Group Parent Meetings (1=Always; 5=Never)	3.4	2.9	3.1
Frequency Principal Provides Parents With Bulletins on Activities (1=Monthly; 5=Once a Year)	2.5	2.5	2.5
Principal Influential in Maintaining Good Attitudes Toward School by Parents (1=Extremely; 5=Not At All)	2.5	2.1	2.2
Teachers' Rating of Principal in Relations With Parents and Community	1.9	2.0	2.0

HRS teachers rated their principals higher in dealing with discipline in the schools, with the exception of backing them up in student discipline matters. Here the difference between the two schools was negligible. (See Table 64.)

TABLE 64 -- RATING OF PRINCIPAL IN DISCIPLINE MATTERS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
Principal Influential in Maintaining Good Morale and Behavior of Students (1=Extremely; 5=Not At All)	2.4	2.1	2.2
Principal Effective in Attendance and Discipline of Students (1=Excellent; 5=Poor)	2.5	2.3	2.4
Principal Backs Up Teachers on Student Discipline Matters (1=Excellent; 5=Poor)	1.9	2.0	1.9

Teacher/principal relations have already been discussed in the section dealing with the teachers. Through subjective observation and the results of the questionnaires, it can be concluded that the HRS principals get a small but consistently higher rating in their relationships with teachers and working with teachers than do the LRS principals.

2.9 Highlights of Principal Profile

The observations and conclusions just presented on the principal are based on both subjective and objective data. What is found here, as in all the other sections of the report, is a consistent positive difference favoring the HRS school. There are no one or two easily identifiable variables that seem to be the major cause of the difference. The differences between the HRS and the LRS principals are real and important and they have a great deal to do with the level of expectations on the part of the principals of themselves, their teachers, and their pupils. Further, they are related to the principals' ability to deliver aid and assistance to teachers and pupils in the area of those high expectations. One important variable that is quite clear is the fact that the HRS principals do spend considerably more time actually teaching in the classroom. This finding is in agreement with the writings reviewed in the literature search for this Process Evaluation.

The factors that make for a good principal are indeed elusive. One of them apparently is that they spend a greater proportion of their time out of their office in the classroom dealing with teachers and students than the average principal does.

The data from this Process Evaluation suggests that the elementary principalship provides a great opportunity for creative leadership, in instruction and in organization or administration. This study indicates that the HRS principals tend to select the instructional role in which to spend a great part of their talents, while the LRS principals spend more time in the administrative role. Because it is evident that the principals' performance is so elemental a factor in student performance, it is

important to begin to try to identify those criteria which would aid school boards, local superintendents, and parents in the important task of selecting the elementary school principal.

2.10

SCHOOL SITE, LOCATION, PHYSICAL PLANT,

AND CURRICULUM PROFILE

Extensive data was collected on the physical plant site and location of the school. Detailed information on specialized staffs and services offered in the schools was also collected and reported. This leads to a discussion of the types of curriculum and program offered in the schools, class size, pupil-teacher ratios, and a review of the instructional program carried on in the HRS and LRS schools. The effects that the passage of the accountability law has had on instruction and curriculum development in this group of schools is also dealt with.

The schools' physical plants did not differ markedly. The LRS schools had an average of 5.5 acres while the HRS schools have an average of 6.8 acres. The HRS schools tended to be older, with the average age being between 10-19 years. The average age of LRS schools was between 5-9 years. The schools themselves were located in a variety of settings. The LRS schools were principally in two main areas--rural and inner city, whereas many of the HRS schools were located in a rural setting with the remainder distributed in other areas.

More of the LRS schools had pre-kindergarten programs. Many are Title I schools and received federal aid for these programs. All the LRS schools stopped at fifth or sixth grade, whereas highest grades in the HRS schools ranged from third to eighth.

All schools had library/media centers of some type, although several HRS libraries were somewhat limited. The age of the library corresponded to the age of the school with the HRS schools having the older ones. Both groups of schools' libraries averaged between 2,500 to 4,999 books. The libraries were accessible to students in most schools at all times, according to the principal, although the teachers felt that the students did not have as much access to it.

The LRS schools had, on the whole, more complete facilities, a higher percentage of them having a separate auditorium, cafeteria, and gymnasium. For the most part, the HRS schools had to rely on combinations. A higher percentage of LRS schools also had an art room, reading room, and music room, and more staff work space. More of the HRS schools had learning pod. and were open space in structure. However, as discussed later, this did not mean they were open space in program. (See Table 65.)

LRS schools had more staff available to them, especially reading and resource teachers. They also averaged more teacher aides per school, although there were some schools in each category without any. HRS schools did, however, have more administrative help in the form of a vice-principal, either full or part time. HRS schools had slightly more student teachers over a three year period, whereas the LRS schools had more volunteer aides. Overall, the LRS schools seem to have more help for the student, more teaching aids (such as materials for remedial help) and better facilities than the HRS schools. (See Table 66.)

The school population was about the same in both sets of schools (LRS=average of 377.3; HRS=average of 389.7). However, the LRS schools had a much higher percent of non-white students. The HRS schools appear to have a slightly more stable school population. The average daily attendance for the HRS schools was higher. (See Table 67.)

LRS schools have a higher percentage of Title I designated children and a higher percentage of children on Free Lunch, reflecting lower income status. (See Table 68.)

Although many of the buildings were open space in structure, the principals felt that they were not totally open space in program. A

TABLE 65 -- PHYSICAL FACILITIES

	PERCENT IN		
	LRS	HRS	TOTAL
LOCATION			
Rural	33.0	44.0	39.6
Residential Suburb	17.0	22.0	20.0
Industrial Suburb	-	6.0	3.6
Small Town	-	11.0	6.6
City	8.0	11.0	9.8
Residential--Large City	8.0	6.0	6.8
Inner City	34.0	-	13.6
LOWEST GRADE			
Pre-Kindergarten	33.3	16.7	23.3
Kindergarten	66.7	66.7	66.7
1st	-	11.1	6.7
2nd	-	-	-
3rd	-	-	-
4th	-	5.5	3.3
HIGHEST GRADE			
3rd	-	5.6	3.3
4th	-	-	-
5th	25.0	27.8	26.7
6th	75.0	44.4	56.7
7th	-	-	-
8th	-	22.2	13.3
LIBRARY/MEDIA CENTER			
Percent That Have One	100.0	100.0	100.0
Have It Available At All Times	83.0	72.2	76.7
DEGREE THAT STUDENTS HAVE ACCESS TO LIBRARY			
Total	29.2	28.3	28.7
Mostly	28.5	37.7	34.0
Some	30.6	26.9	28.4
Little	7.6	5.7	6.5
None	1.4	.5	.8
Unsure	1.4	-	.6
No Response	1.4	.9	1.1

TABLE 65 -- CONTINUED

	PERCENT IN		
	LRS	HRS	TOTAL
FACILITIES (PERCENT THAT HAVE)			
Art Room	66.7	38.8	50.0
Reading Lab	83.3	61.1	70.0
Music Room	83.3	77.8	80.0
Auditorium	25.0	-	10.0
Gymnasium	58.3	16.6	33.3
Cafeteria	33.3	38.8	36.7
Combination Gymnasium/Cafeteria	8.3	-	3.3
Combination Gymnasium/Auditorium	-	38.8	23.3
Combination Cafeteria/Auditorium	25.0	16.6	20.0
Combination of All Three	33.3	33.3	33.3
Athletic Field	83.3	100.0	93.3
LEARNING PODS			
Have Them	33.3	61.1	50.0
STAFF WORK SPACE			
Principal's Office	100.0	83.3	90.0
Secretarial Work Space	100.0	88.9	93.3
Teacher's Desk in Room	83.3	100.0	93.3
Teacher's Work Area	83.3	66.6	73.3

TABLE 66 -- SPECIALIZED STAFF AND SERVICES

	AVERAGE NUMBER		
	LkS	HRS	TOTAL
STUDENT TEACHERS			
Average Number This Year	2.8	2.4	2.6
Average Number Over Past 3 Years	5.5	7.1	6.5
PUPILS PER TEACHER	19.0	19.8	19.5
NUMBER OF SPECIALISTS PER SCHOOL			
Art Teacher	.5	.3	.4
Music Teacher	.5	.6	.6
Physical Education Teacher	.5	.7	.6
Speech Teacher	.6	.4	.5
Diagnostic/Prescriptive Teacher	.5	.1	.3
Reading Teacher	.9	.4	.6
Resource Teacher	1.2	.7	.9
Guidance Counselor	.4	.1	.2
Psychologist	.4	.4	.4
Media Specialist	.8	.6	.7
Nurse	.4	.3	.3
AVERAGE NUMBER OF PAID AIDES			
Full-Time	7	3.2	4.3
Part-Time	.2	.5	.3
AVERAGE NUMBER OF VOLUNTEER AIDES	4.5	3.4	3.8
AVERAGE NUMBER OF SECRETARIES			
Full-Time	1.1	1.1	1.1
Part-Time	.2	.4	.3

TABLE 67 -- PUPIL TRANSFER AND ENROLLMENT

	PERCENT		
	LRS	HRS	TOTAL
DAILY ATTENDANCE	94.8	96.2	95.7
PERCENT OF CHILDREN STILL IN ATTENDANCE THIS YEAR	84.8	86.8	86.0
STUDENT TRANSFERS			
In County	6.6	5.4	5.9
In State	4.3	3.8	4.0
Out of State	2.2	2.4	2.3
RACE OF STUDENT			
Black	59.0	24.0	36.0
White	38.0	74.0	62.0
Other	1.0	1.0	1.0
No Response	-	1.0	1.0

TABLE 68 -- COMPENSATORY PROGRAMS

PERCENT WITH FREE LUNCH			PERCENT OF TITLE I		
LRS	HRS	TOTAL	LRS	HRS	TOTAL
48.5	19.5	31.1	43.2	22.7	24.8

higher percentage of the principals in the HRS schools felt their curriculum and program were traditional. The HRS schools did, however, have a higher percentage of team teaching in the subject areas. (See Table 69.)

TABLE 69 - CHARACTERISTICS OF PROGRAM AND CURRICULUM

	PERCENT OF		
	LRS	HRS	TOTAL
TYPE OF CURRICULUM AND PROGRAM			
Traditional	50.0	72.0	63.2
Non-Graded	-	-	-
Open Space	25.0	-	10.0
Combination	25.0	28.0	26.8
PERCENT THAT TEAM TEACH BY SUBJECT AREAS	55.0	61.0	58.6

The HRS schools had a longer instruction day with an average of 5.7 hours (not including lunch) in relation to an average of 5.3 hours for the LRS schools. Some LRS schools had early release days for teacher workshops and meetings and this accounted for some of the differences. HRS schools spent slightly more time on reading and math although the length of teacher time for directed activities varied from subject to subject. (See Table 70.)

There seemed to be a more adequate supply of textbooks in the HRS schools and the average age of these texts was three years in contrast to the average age of 3.5 years in the LRS schools. (See Table 71.)

TABLE 70 -- TIME SPENT IN AREAS OF PROGRAM AND CURRICULUM

	LRS	HRS	TOTAL
MINUTES SPENT IN SUBJECT AREAS			
Reading - Total Time	74.5	77.5	76.3
Teacher Directed 3rd Grade	44.5	44.7	44.6
Teacher Directed 5th Grade	42.7	38.7	40.3
Math - Total Time	52.7	55.6	54.4
Teacher Directed 3rd Grade	33.6	31.1	32.4
Teacher Directed 5th Grade	34.0	33.6	33.8
Language - Total Time	47.8	47.6	47.7
Teacher Directed 3rd Grade	26.1	27.5	26.9
Teacher Directed 5th Grade	29.5	30.0	29.8

TABLE 71 -- AVAILABILITY OF TEXTS

	PERCENT OF		
	LRS	HRS	TOTAL
Appropriate Texts In			
Reading	90.0	100.0	96.6
Math	82.0	100.0	92.8
Language	73.0	89.0	82.6

Teachers felt that the accountability laws have affected their curriculum to a higher degree in the LRS schools. However, when asked the extent that their instructional objectives were related to the Iowa's, the response was very similar in both groups. (See Tables 72 and 73.)

TABLE 72 -- AFFECT OF ACCOUNTABILITY LAW ON CURRICULUM

		PERCENT		
		LRS	HRS	TOTAL
SUBJECT				
Language	Yes	67.4	54.2	59.6
	No	18.8	38.2	30.3
	No Response	13.9	6.6	9.6
Math	Yes	66.7	56.6	60.7
	No	20.1	35.8	29.5
	No Response	13.2	7.5	9.8
Reading	Yes	70.8	60.4	64.6
	No	16.7	34.4	27.2
	No Response	12.5	5.2	8.1
Vocabulary	Yes	69.4	54.2	60.4
	No	17.4	38.7	30.1
	No Response	13.2	7.1	9.6

TABLE 73 -- INSTRUCTIONAL OBJECTIVES IN RELATION TO IOWAS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
EXTENT THAT INSTRUCTIONAL OBJECTIVES ARE RELATED TO IOWAS (1=Total; 5=None)			
Vocabulary	2.5	2.5	2.5
Reading	2.4	2.4	2.4
Language	2.4	2.5	2.4
Math	2.5	2.6	2.5

In class characteristics the schools were similar in all areas, except that the LRS schools tended to split their classes up into more individual groups than the HRS schools, which tended more to three or less groups. (See Table 74.)

TABLE 74 -- CLASS CHARACTERISTICS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
AVERAGE TEACHER RESPONSE AS IT APPLIES TO GROUP THEY ARE TEACHING (1=Total; 5=None)			
All Students Work at Same Pace	3.8	3.7	3.8
Students Divided Into 2 or 3 Groups Working at Different Paces	2.5	2.4	2.5
Students Divided Into 4 or More Groups Working at Different Paces	3.2	3.7	3.5
Each Student Working at Own Pace	2.6	2.6	2.6

Six percent of the teachers in the HRS schools said that they had no grouping at all, whereas 9 percent of the LRS schools had no grouping. A much higher percentage of classes in the LRS schools crossed grade lines in grouping in reading and math, but LRS schools show a lower percentage in language. (See Table 75.)

TABLE 75 -- ABILITY GROUPING

	PERCENT HAVING		
	LRS	HRS	TOTAL
Having Grouping			
Yes, All	91.0	94.0	92.8
No	9.0	6.0	7.2
Cross Grade Lines			
In Reading	82.0	65.0	71.8
In Math	73.0	50.0	59.2
In Language	36.0	41.0	39.0

When asked to rank influences in determining the criteria by which teachers of math and reading were judged, the principals of the LRS and the HRS schools both felt that the principal was the most influential. However, the HRS principals felt that the faculty was the next most influential, while the LRS principals felt that individual reading and math teachers were. The vice-principals seem to have a low rating and this may be due to the fact that many of the schools do not have vice-principals. (See Table 76.)

TABLE 76 -- EVALUATION OF TEACHERS IN READING AND MATHEMATICS

	AVERAGE RESPONSE		
	LRS	HRS	TOTAL
INFLUENTIAL IN DETERMINING CRITERIA FOR JUDGEMENT OF TEACHERS (1=Total; 5=None)			
Superintendent	3.0	3.2	3.1
Principal	2.3	2.1	2.2
Assistant Principal, if any	4.7	3.8	4.1
Faculty	2.8	2.4	2.6
Individual Teachers in Reading Program	2.4	2.8	2.6
Individual Teachers in Math Program	2.7	3.3	3.1
District Wide Committee	3.2	4.0	3.7
Parents	3.8	3.7	3.7
Students	3.4	3.3	3.3
Local Board of Education	2.9	3.6	3.3

When the teachers were asked the extent to which each type of evaluation method was used in evaluating the student's progress, 22.2 percent of the LRS teachers felt that standardized tests were used most of the time compared to only 6.1 percent of the HRS teachers. HRS teachers seemed to rely almost completely on teacher developed tests and teacher judgments. Both groups of schools used student self-evaluations some of the time. (See Table 77.)

TABLE 77 -- EXTENT THAT EACH TYPE OF EVALUATION METHOD IS USED IN ASSESSING STUDENT PROGRESS

EXTENT	PERCENTAGE USING STANDARDIZED TESTS			PERCENTAGE USING TEACHER DEVELOPED TESTS		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Total	2.8	-	1.1	2.8	3.8	3.4
Mostly	22.2	6.1	12.6	49.3	54.2	52.2
Some	54.9	49.1	51.4	43.8	37.3	39.9
Little	11.8	31.6	23.6	1.4	3.8	2.8
None	6.3	10.8	9.0	2.1	.5	1.1
Undetermined	-	.5	.3	-	-	-
No Response	2.1	1.9	2.0	.7	.5	.6

	PERCENTAGE USING STUDENT SELF-EVALUATIONS			PERCENTAGE USING TEACHER JUDGEMENTS		
	LRS	HRS	TOTAL	LRS	HRS	TOTAL
Total	.7	.9	.8	4.2	3.3	3.7
Mostly	6.9	6.1	6.5	33.3	37.3	35.7
Some	61.1	58.5	59.6	56.9	56.1	56.5
Little	23.6	22.6	23.0	2.8	1.4	2.0
None	6.3	9.4	8.1	.7	.9	.8
Undetermined	-	.5	.3	-	-	-
No Response	1.4	1.9	1.7	2.1	.9	1.4

On the purpose of faculty meetings, 100 percent of the LRS schools use them to discuss curriculum in contrast to 78 percent of the HRS schools. The HRS schools seem to use their meetings more to communicate information and for faculty decision-making. Fifty percent of the LRS schools hold their meetings weekly or bi-weekly to only 16 percent of HRS schools. This may be due to the early release day found in a number of LRS schools. (See Table 78.)

TABLE 78 -- FACULTY MEETINGS

	PERCENT		
	LRS	HRS	TOTAL
PURPOSE OF FACULTY MEETINGS			
For Communicating Information	55.0	67.0	62.2
To Discuss Curriculum	100.0	78.0	86.8
For Faculty Decision Making	64.0	71.0	68.2
HOW OFTEN THEY ARE HELD			
1 Per Month	20.0	39.0	31.4
2 Per Month	30.0	28.0	28.8
1 Per Week	50.0	11.0	26.6
2 Per Week	-	5.0	3.0
Whenever Needed	-	17.0	10.2
MEETINGS ARE NEGOTIABLE	64.0	44.0	52.0

The LRS schools have a higher percentage of teacher absences, (LRS=average of 4.6 days per year; HRS=4 days). However, the LRS schools have a higher percentage of tenured teachers, averaging 88.9 percent to 86.8 percent at the HRS schools.

The HRS schools appear to have more active PTA's although not all of them have one. They have a higher percentage of members, a higher average attendance at meetings, and more of them raise money, although the LRS schools raised more money last year with an average of $1,027 to the HRS school average of $943. Of course, not all HRS schools have a PTA and all LRS schools do. (See Table 79.)

TABLE 79 -- PTA

	PERCENT IN		
	LRS	HRS	TOTAL
School Has One	100.0	94.0	96.4
Percent of Parents Belonging	31.0	60.0	48.4
Number of Meetings Per Year	5.5	5.5	5.5
Average Attendance	36.0	92.1	69.7
Those Who Raise Money	82.0	88.2	85.7

2.11 Highlights of School Site, Location, Physical Plant, and Curriculum Profile

In terms of the site and physical plant, there are not any easily identifiable factors that favor the HRS schools or the LRS schools. There is no one thing in terms of instruction, building design, personnel, teacher/pupil ratios, or curriculum offered which accounts for the difference. It is a collection of small positive things which very commonly favor the HRS schools over the LRS schools which apparently make the difference. For instance, the HRS schools have higher attendance ratios, they have a slightly longer day, the have a little more time spent in reading and math, and they tend to rely on their own judgments in the area of evaluation for judging the progress of their students. The LRS schools on the other hand tend to have a lower pupil/teacher ratio, lower attendance rates, spend slightly less time in reading and math instruction, and rely more on standardized achievement tests for evaluation of their students. All of these things tend to add up to a positive self image and the feeling of a sense of direction and accomplishment on the part of the HRS schools. These factors are not easily measured but they are real and in the evaluation team's judgment, they are the things which make the major difference.

2.12

CLASSROOM OBSERVATION PROFILE

As part of the Process Evaluation it was judged to be important to have a team of observers go into the schools and observe the actual classrooms in action. To accomplish this task, Dr. Craig Scott, Accountability Coordinator for Frederick County, was asked to organize a team to accomplish this portion of the Process Evaluation. Dr. Scott wrote the following section as a description of the process he and his team members followed during their visits. He also provided a detailed description of the two instruments that they used as part of that evaluation.

In the late 60's and early 70's, a great surge of interest in classroom procedures caused the initiation of a number of classroom observation systems. One of the most familiar and widely used is the "Flander's Interaction System," which attempted to analyze in a very discreet way the amount and kind of teacher and student talk. It was a system that looked only at the verbal interaction that occurred in the classroom.

The Reciprocal Category System (RCS) is a modification of the "Flander's Interaction System." The modifications that Dr. Ober of the University of South Florida made in developing the RCS was that an equal number of categories were assigned for teachers and students; whereas in the "Flander's System" only two categories were assigned for student talk, while seven were assigned for teacher talk. The RCS observation system only looks at talk and classifies all talk that occurs during the observation into the ten classifications of: WARMS (INFORMALIZES) THE CLIMATE; ACCEPTS; AMPLIFIES THE CONTRIBUTIONS OF ANOTHER; ELICITS; RESPONDS; INITIATES; DIRECTS; CORRECTS; COOLS (FORMALIZES) THE CLIMATE; and SILENCE OR CONFUSION. This information is then developed into a score that relates to a score on a verbal continuum from "warm" to "cool," from "accept" to "correct," from "amplify" to "direct," and from "elicit" to "initiate," and develops a student

teacher talk ratio which tells the amount of time the teacher talked, the student talked, and how much time there was silence.

Other systems building on the work of "Bloom's Taxonomy of Educational Objectives," focused on a hierarchy of cognitive classifications observed in the classroom, as well as classifying the kind and type of questioning occurring in the classroom. Typical of these were "Florida Taxonomy of Cognitive Objectives" and the "Gallagher Aschner System." At the same time, systems were developed to observe classroom management procedures and systems that developed behavior information about students.

Each of the above systems concentrated rather narrowly on a single aspect of the classroom. Several broader systems were developed, field tested, and used in the early 70's. Among those were the "Indicators of Quality" developed at the Columbia University and used rather extensively in the northeast and the "Teacher Practices Observation Record" (TPOR) developed at the University of Florida and used rather extensively in the southeast. Each of these systems began with an educational theory and built categories such as in the "Indicators of Quality" observation system, individualization, inter-personal regard, group activity, etc., while the TPOR built categories of the nature of the situation, the nature of the problem, the development of ideas, etc.

Listed below are the categories of the TPOR and two observed items within each category:

A. NATURE OF THE SITUATION
   -Teacher occupies center of attention
   -Teacher has pupil participate actively

B. NATURE OF THE PROBLEM
   -Teacher steers away from "hard" problems
   -Teacher asks question that is not answered by study of lesson

C. DEVELOPMENT OF IDEAS
-Teacher expects pupil to answer what teacher has in mind
-Teacher allows far-fetched suggestion of pupil

D. USE OF SUBJECT MATTER
-Teacher provides pupil with facts and information
-Teacher helps pupil discover errors

E. EVALUATION
-Teacher passes judgment on pupil's work
-Teacher asks pupil to evaluate his own work

F. DIFFERENTIATION
-Teacher has all pupils work same task at same time
-Teacher evaluates work of different pupils by different standards

G. MOTIVATION, CONTROL
-Teacher approaches subject matter in direct way
-Teacher approaches subject matter in indirect way

Scores in each of the major categories above are developed and there is also a total score which summarizes the degree of child centeredness for the school.

Many other systems were developed during this period such as the "Dogmatism Scale," based on the work of Milton Rokeach; "Sander's Work With Questioning"; and the "Florida Taxonomy of Affective Behavior" and "The Florida Keys" by Purkey.

The State Department in consultation with accountability coordinators and consultants decided that the most feasible procedure for this project was the use of the "Teacher Practices Observation Record" (TPOR) and the "Reciprocal Category System" (RCS). This combination provided both a global and specific look at classroom process, and it was feasible to train observers with acceptable reliability to accomplish the task of observing the 30 schools, within two months.

The following procedures were used in conducting this phase of the project. Each teacher and specialist in all the schools who dealt with more

than five students in a group were observed for a 20-minute period. The TPOR, developed by Dr. Brown at the University of Florida, requires three three-minute separate observations within the 20 minutes, and the RCS requires two two-minute observations. The TPOR focuses on the degree of child centeredness, and the RCS concentrates on the amount and kind of verbal interaction within that 20 minutes. Since no 20-minute sample observation would be valid or reliable for any single teacher, no specific teacher information has been or will be produced as part of the project. What is produced is a set of school scores which represent the total school classroom climate for the day of the observation.

Table 80 presents Means and Standard Deviation of the LRS and the HRS schools for the 60 items in the TPOR. It is evident from studying the 60 items that, as individual items, there are not many important differences between the LRS and the HRS schools. Looking at the bottom of Table 80 we find a summary of the 8 subscales. The subscales represent each of the seven categories used in the TPOR plus number eight, which is a total. For the first five subscales, the range of scores could be from 0 to 30 points with a theoretical mean of 15. It is apparent from looking at categories one through five that there are no sharp differences between the LRS and the HRS schools. For categories six and seven, the range of possible scores is from 0 to 18, with a theoretical mean of 9. There was a statistically significant difference on subscale six between the LRS and the HRS schools. This subscale involves the classification of differentiation. The differences in the means 8.9 for the LRS schools and 8.1 for the HRS schools indicates that the differentiation of subject matter is greater in the LRS than in the HRS schools. This is in agreement with statements made earlier in this report that the HRS schools tend to have larger and fewer groups in their

TABLE 80

TEACHER PRACTICES OBSERVATION RECORD

TPOR	LAS		HAS		TOTAL			LAS		HAS		TOTAL	
ITEM	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.		MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
1	1.0	1.09	1.0	1.07	1.0	1.08	32	.1	.42	.2	.53	.2	.49
2	.6	1.00	.6	.91	.6	.94	33	2.[illegible]	.83	2.5	.93	2.5	.90
3	1.7	1.19	1.8	1.17	1.8	1.18	34	[illegible]	.58	.2	.57	.2	.57
4	1.0	1.15	1.2	1.18	1.1	1.17	35	2.5	.93	2.4	.97	2.4	.96
5	1.4	1.18	1.4	1.12	1.4	1.14	36	.3	.80	.3	.78	.3	.79
6	.8	1.08	.8	1.11	.8	1.10	37	3.0	.00	3.0	.00	3.0	.00
7	3.0	.10	2.9	.36	3.0	.29	38	.7	.87	.7	.85	.7	.86
8	.0	.23	.1	.35	.1	.31	39	3.0	.18	3.0	.00	3.0	.11
9	3.0	.23	3.0	.19	3.0	.21	40	.2	.48	.2	.46	.2	.47
10	.5	.80	.4	.77	.4	.78	41	1.9	1.14	1.9	1.08	1.9	1.10
11	.7	1.01	.6	.94	.7	.97	42	.2	.55	.2	.63	.2	.60
12	.2	.58	.2	.67	.2	.64	43	3.0	.30	3.0	.13	3.0	.21
13	3.0	.22	3.0	.18	3.0	.20	44	.1	.48	.1	.45	.1	.46
14	.3	.69	.4	.71	.3	.70	45	2.0	1.17	2.1	1.08	2.1	1.11
15	3.0	.16	3.0	.08	3.0	.12	46	.2	.60	.2	.56	.2	.58
16	.1	.39	.2	.48	.1	.45	47	2.9	.39	2.9	.28	2.9	.33
17	3.0	.13	3.0	.00	3.0	.08	48	.1	.37	.1	.28	.1	.32
18	.0	.24	.1	.31	.1	.29	49	2.9	.34	2.9	.39	2.9	.37
19	2.7	.67	2.6	.74	2.6	.71	50	.6	.89	.4	.76	.5	.82
20	.2	.63	.2	.54	.2	.58	51	1.5	1.38	1.2	1.33	1.3	1.36
21	2.3	.95	2.2	1.03	2.2	1.00	52	1.4	1.38	1.1	1.32	1.3	1.35
22	.7	.97	.6	.86	.6	.91	53	2.9	.50	2.7	.73	2.8	.65
23	2.5	.85	2.5	.84	2.5	.85	54	.1	.34	.1	.42	.1	.39
24	.0	.13	.0	.22	.0	.19	55	3.0	.13	2.9	.35	3.0	.28
25	2.9	.38	2.8	.60	2.8	.53	56	.0	.10	.0	.19	.0	.17
26	.2	.47	.2	.58	.2	.54	57	3.0	.27	2.9	.36	2.9	.33
27	3.0	.23	2.9	.25	3.0	.24	58	.2	.54	.3	.78	.3	.70
28	.1	.25	.0	.22	.0	.23	59	2.1	1.19	1.9	1.29	2.0	1.26
29	3.0	.17	3.0	.00	3.0	.10	60	.5	.93	.4	.90	.4	.91
30	.1	.41	.1	.38	.1	.39	61	2.5	.84	2.7	.65	2.6	.73
31	2.4	1.05	2.4	1.00	2.4	1.02	62	.2	.50	.1	.44	.1	.47
N=	181		287		468								
SUBSCALE													
1	12.9	4.78	13.3	4.58	13.2	4.66	5	13.9	2.61	13.9	2.57	13.9	2.59
2	13.2	2.08	13.3	2.28	13.2	2.21	6	8.9	2.93	8.1	3.08	8.4	3.05
3	14.8	2.50	14.5	2.56	14.6	2.54	7	8.4	2.20	8.4	2.37	8.4	2.30
4	14.8	2.39	14.7	2.70	14.8	2.59	8	86.9	11.78	86.2	12.01	86.5	11.92

classrooms than do the LRS schools. The LRS schools tend to individualize their instruction to a greater degree than do the HRS schools. There was no significant difference in subscale seven nor was there any significant difference in the total subscore.

The TPOR was also set up by its author to be an indicator of the John Dewey principle of experimentalism. For subscales one through five a mean greater than 15 indicates an experimental approach, a mean lower than 15 indicates a more traditional or conservative approach to schooling. On subscales six and seven a mean greater than 9 indicates a tendency towards experimentalism. A mean lower than that indicates a more conservative orientation. This is also true for the mean of 93 on total, 93 or above being oriented towards experimentalism and 93 or below being oriented towards a more traditional point of view, in terms of conduct of schooling. As can be seen on all of the subscales as well as the total score, both the LRS and the HRS schools are a point or two below the mean. This indicates that both are somewhat traditional in their orientation.

The second measuring instrument that was used by the classroom observation team was the Reciprocal Category System. Table 81 presents the data for four continuums as well as providing a teacher talk ratio. Each of the continuums is simply a ratio of the teacher behavior on that continuum divided by the incidence of similar behavior on the part of the students. Since the students' activity on these continuums is always the divisor, if there is a lot more of it on the students' part than on the teachers' part, the computer ratio is going to be very small. If, on the other hand, the incidence of teachers' activity on the continuum is high and the students' low, then the ratio is going to be higher. By looking at the individual

school reports it can be seen that there are great variations in these ratios across the four continuums, A through D. At the bottom of the table are the averages for each column for the LRS, HRS schools. The higher the mean in any one of the continuums indicates greater teacher domination of the situation. A lower mean indicates greater students' domination of the continuum. We can see in Continuum B, under the correct column, that there is an important difference between the HRS and the LRS schools. The teachers in the HRS schools are obviously correcting their students much more than the teachers in the LRS schools are. The opposite is true in Continuum C under direction. LRS teachers are giving the students much more direction than is true in the HRS schools. In Continuum D under "ELICIT" the HRS schools' teachers are eliciting comments from their students much more commonly than are the teachers in the LRS schools. This table is worthy of careful study both of the individual scores that reports by schools and the averages for the HRS and the LRS schools.

TABLE 81 — RECIPROCAL CATEGORY SYSTEM

	CONTINUUM A		CONTINUUM B		CONTINUUM C		CONTINUUM D		TEACHER-STUDENT TALK RATIO		
	WARM - COOL		ACCEPT /CORREAMPLIFY		/DIRECT		ELICIT/INITIATE				
	.0	.0	.8	.0	16.5	62.8	59.2	.9	.4	.0	970.5
	1.8	.0	7.1	.0	12.5	80.7	33.6	.4	1.4	.0	943.4
	.0	.0	3.3	.7	22.0	80.1	48.2	1.1	1.8	.1	803.9
	.0	.0	.9	.0	10.9	88.2	31.9	.8	.2	.1	924.9
	.0	.0	.6	.0	23.9	60.9	18.6	.5	.0	.0	862.6
	1.0	.0	.0	.0	5.1	50.0	46.1	.0	.8	.0	910.0
	.0	.0	.0	.0	8.9	54.8	68.6	3.9	.4	.0	914.8
	.6	.0	1.0	.4	14.1	76.6	22.1	.3	.1	.0	851.8
	.0	.0	1.7	5.5	8.8	60.4	31.9	.5	.7	.0	935.9
	1.7	.0	3.5	.0	3.9	65.6	44.5	.1	.1	.0	938.7
	.0	.0	.0	.2	10.1	65.5	22.6	.2	.2	.0	815.2
	.0	.0	.0	.0	17.1	114.3	45.7	.0	2.9	.0	891.4
	.0	.0	.0	11.4	10.7	58.2	42.0	.2	.5	.0	838.0
	.0	.0	.0	10.0	9.2	50.5	64.1	.3	.0	.0	1083.7
	.0	.0	.3	.3	16.7	69.2	36.4	1.2	.2	.0	908.2
	.4	.0	2.9	.0	21.4	78.8	42.2	.0	.8	.0	841.7
	.0	.0	2.2	.5	26.3	74.5	42.6	1.1	.7	.0	930.5
	.0	.0	2.0	.4	22.0	69.9	42.7	.4	.7	.0	873.7
	.0	.0	.0	.0	3.2	100.9	5.7	.0	.0	.0	868.2
	.3	.0	.0	5.4	17.7	59.6	21.6	.3	.1	.0	986.0
	.0	.0	.9	3.6	12.7	69.0	56.6	.8	.3	.0	886.1
	.5	.0	5.7	.0	20.1	49.2	51.4	1.3	1.2	.0	918.4
	.0	.0	5.5	2.6	18.3	47.7	43.2	.8	.4	.0	985.9
	.0	.0	1.9	.0	12.5	54.5	36.4	5.0	1.3	.0	909.2
	.0	.0	2.4	6.5	9.6	52.1	50.8	.5	.8	.0	821.7
	.0	.0	6.9	.0	13.5	75.0	21.0	.0	.4	.0	914.8
	.0	.0	.3	.0	14.1	47.1	49.2	.5	.3	.0	882.8
	.3	.0	.2	4.3	10.9	44.8	52.8	.3	.0	.0	960.1
	2.8	.0	.0	2.5	6.9	60.7	18.4	1.1	.0	.0	861.5
	2.0	.0	2.4	3.0	6.6	73.6	58.1	1.6	.2	.0	898.3
LRS	.5	.0	1.7	.8	11.8	69.7	36.1	.7	.5	.0	889.7
HRS	.4	.0	1.9	2.8	14.6	61.5	42.2	.8	.4	.0	911.1
TOTAL	.4	.0	1.8	2.1	13.6	64.3	40.1	.8	.5	.0	903.6

2.13 Highlights of Classroom Observation Profile

Two evaluation instruments were used for this portion of the Process Evaluation Study, the Teacher Practices Observation Record (TPOR) and the Reciprocal Category System (RCS). These two instruments were chosen because they were judged to provide both a global and specific look at classroom processes.

The data on the TPOR indicates that on 6 of the 7 subscales there were no significant differences between the LRS and the HRS schools. On one category identified as differentiation there was a significant difference. The LRS schools provide more differentiation primarily in the area of instruction than the HRS schools. It is difficult to know how to interpret this significant difference in light of the fact that it has commonly been assumed that greater individualization of instruction should have positive effects and yet the schools in which it is used to a greater degree seem to do less well than the schools which use it less. One possible speculation to account for this difference is that the process of individualization requires a great many mechanical accounting procedures of where children are at any time. It is possible that just the record keeping responsibilities of the teacher and the aides are getting in the way and retarding the amount of actual instruction time individual children receive. This topic is worthy of further careful study. Other than that, the teacher practices in the LRS and the HRS classrooms are relatively similar and both groups are oriented toward a more conservative and traditional rather than experimental and liberal set of classroom teaching practices.

A look at the results of the Reciprocal Category System (RCS) indicates that there are a number of important differences between the LRS and the HRS

schools. The teachers in the HRS schools correct their students more often, give them less direction, and elicit comments from them more commonly than do teachers in the LRS schools. There were no other important differences in the four continuums nor the teacher-student talk ratio. Whether the differences noted between the LRS and the HRS schools are positive or negative is a matter of personal judgment, but it does seem to be clear that the teachers in the HRS schools have higher expectations, demand more of their students, and are checking their work more closely, but are apparently giving them less direction in terms of how to arrive at the product that the teacher has asked for than are the teachers in the LRS schools.

CHAPTER 3

SUMMARY AND CONCLUSIONS

The main purpose of the study, as originally stated by the evaluation team, was to determine the distinguishing characteristics, if any, in programmatic and process terms, of those schools which are outliers on the residual ITBS grade equivalent distributions.

Corollary to this main purpose were several others:

1. To compile the necessary information on exemplary programs and areas of need which would enable administrators to provide true equality of educational opportunity to all the youth of Maryland.

2. To provide the empirical framework within which the Maryland Accountability Program assessment results can be appropriately interpreted.

3. To pioneer a methodology of process study which could serve as a beacon for Local Education Agencies to follow on their own volition and initiative.

This study was built on the pioneering efforts of researchers like Tyler, Flannagan, Coleman, and Plowden. These workers found that many important differences in the achievement in schools could be traced to the differences in socio-economic background of the parents and children who attend that school. This Process Evaluation Study results indicate that there were some easily identifiable differences in socio-economic background in the two groups of schools studied. In both the HRS and the LRS the median income was substantially below the median for the state. There were differences in the mean intellectual abilities of the students in the

schools: HRS schools (SAS--gr 3, 99.8--gr 5, 101), LRS schools (SAS--gr 3, 92--gr 5, 93). The range of SAS means, however, in these two groups of schools was quite similar. The range for the HRS schools was from 83.6 to 111 and for the LRS schools 84.5 to 112. We found that the racial composition of our two groups of schools was substantially different. The ratio of blacks to whites in the HRS schools was 25-75 while in the LRS schools it was 59-38. It is important, however, to note that some HRS schools were almost all black and some LRS schools were almost all white.

An important area of concern for this research project was the documenting of information on a variety of characteristics about teachers and principals that might affect students' achievement. The results of research indicated that the teachers and principals in the HRS schools tend to come from more diverse backgrounds than do teachers and principals in the LRS schools. This works to the advantage of the HRS schools since it makes it easier for those schools to reflect the total environment of the larger society. The data further indicated that teachers and principals in the HRS schools hold higher and more advanced degrees and have been in their present job longer.

An important finding of this study concerns the role of the principal as the instructional leader and a person who assumes an active teaching function. These actions are important for the success of the school. By assuming these, the principal indicates by actions as well as by words that he/she has high levels of expectation for the pupils, the teachers, and himself/herself and that he/she is willing and capable of trying to meet those high levels of expectation. The HRS schools, as opposed to the LRS schools, had a sense of direction and were seen as "being run" instead of "running." Much of this difference in feeling or sense of direction is

attributable to the principal's instructional leadership role. The teachers in the HRS schools are also different in important ways. Teachers in the HRS schools are older, more mature, more experienced teachers. In many cases the teachers were recruited for their present job by the principals who run these schools. Both the teachers and the principals in the HRS schools tend to have a relatively traditional orientation about school and education in general. Depending entirely upon the reader's perception, that may be either good or bad; but it does apparently reflect itself in higher levels of functioning as those levels are tested by the Iowa Tests of Basic Skills. The teachers in the HRS schools seem to have a better and closer working relationship with the parent group than the teachers and principals in the LRS schools.

The data we have reviewed in this evaluation so far suggests that there is no single easily identified variable which by some magical manipulation on the part of school boards, superintendents, or other administrators will turn a school around. It may be that it is a combination of factors, each one of which makes a small but incremental addition to the functioning of the school. The HRS schools tend in general to be traditional in orientation and the teachers tend to teach to a limited set of objectives. This concentration on a few objectives results in a specificity of effect. This occurs when a school concentrates its attentions and efforts on teaching to a specific set of objectives and puts more than the usual amount of time and effort into accomplishing them. This all results in what this report calls the creation of a sense of direction. There is a sense in the HRS schools that there is a specific set of goals and objectives, even if not carefully stated, towards which the school is moving. A teacher or pupil who is not in step with that direction does receive help and assistance from the principal to understand the school's decision to move in that direction.

One of the interesting problems the evaluation team faced in looking at some of the LRS schools is that because the mobility of the principals in these schools is substantially higher than that in the HRS schools, the evaluations of the present principal by the teachers and pupils is really not a fair reflection of what their opinion might have been of the former principal under whose direction the school was when the initial achievement data was collected. Some of the differences in opinions of teachers and students about the principal might have been greater and stronger had the former principal still been there. Many of the present principals of the LRS schools resemble in many ways the principals of the HRS schools and have been selected to try and change the schools' achievement status. It is important, therefore, to note that none of the general comments made here are true about all HRS or LRS schools.

Turning to the pupils themselves, one of the important findings of the Coleman study concerned the question of self-concept and a feeling of controlling one's own destiny. The results of this Process Evaluation clearly indicate that children in the HRS schools have a higher and more positive self-concept and that they also feel that luck controls their destiny less than do children in the LRS schools. Equally and perhaps even more important, the study even more strongly suggests that the longer any child is in school the less he/she feels luck controls their destiny. This Process Evaluation indicates that schools have a positive effect on all children. It also indicates that HRS schools are different from LRS schools in important ways and that these differences are not due to mere statistical artifact or error variance. These differences have more to do with the competence of the professional staff of the school than with any other variable identified in this study.

APPENDIX A

INSTRUMENTATION

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of first graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

8. Most of my teachers are very friendly and understanding.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of second graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

8.	Most of my teachers are very friendly and understanding.	A. Completely true B. Mostly true C. Partly true/ false D. Mostly false E. Completely false
9.	How many books did you read last summer?	A. None B. 1 to 3 C. 4 to 6 D. 7 to 9 E. 10 or more
10.	My teachers really make me think.	A. Completely true B. Mostly true C. Partly true/false D. Mostly false E. Completely false

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student .o._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of third graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

8.	Most of my teachers are very friendly and understanding.	A. Completely true B. Mostly true C. Partly true/ false D. Mostly false E. Completely false
9.	How many books did you read last summer?	A. None B. 1 to 3 C. 4 to 6 D. 7 to 9 E. 10 or more
10.	My teachers really make me think.	A. Completely true B. Mostly true C. Partly true/false D. Mostly false E. Completely false
11.	My parents expect me to do well in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
12.	When I work hard in school, I do better in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
13.	How well I do in school depends on my good luck.	A. Strongly agree B. Agree C. Don't know D. Disagree E. Strongly disagree
14.	I often feel lost in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
15.	My teachers care how well I am getting along.	A. Completely true B. Mostly true C. Partly true D. Mostly false E. Completely false

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of fourth graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

8.	Most of my teachers are very friendly and understanding.	A. Completely true B. Mostly true C. Partly true/ false D. Mostly false E. Completely false
9.	How many books did you read last summer?	A. None B. 1 to 3 C. 4 to 6 D. 7 to 9 E. 10 or more
10.	My teachers really make me think.	A. Completely true B. Mostly true C. Partly true/false D. Mostly false E. Completely false
11.	My parents expect me to do well in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
12.	When I work hard in school, I do better in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
13.	How well I do in school depends on my good luck.	A. Strongly agree B. Agree C. Don't know D. Disagree E. Strongly disagree
14.	I often feel lost in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
15.	My teachers care how well I am getting along.	A. Completely true B. Mostly true C. Partly true D. Mostly false E. Completely false
16.	I feel I can go to my teachers with the things that are on my mind.	A. Always B. Often C. Sometimes D. Seldom E. Never

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of fifth graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

8.	Most of my teachers are very friendly and understanding.	A. Completely true B. Mostly true C. Partly true/ false D. Mostly false E. Completely false
9.	How many books did you read last summer?	A. None B. 1 to 3 C. 4 to 6 D. 7 to 9 E. 10 or more
10.	My teachers really make me think.	A. Completely true B. Mostly true C. Partly true/false D. Mostly false E. Completely false
11.	My parents expect me to do well in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
12.	When I work hard in school, I do better in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
13.	How well I do in school depends on my good luck.	A. Strongly agree B. Agree C. Don't know D. Disagree E. Strongly disagree
14.	I often feel lost in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
15.	My teachers care how well I am getting along.	A. Completely true B. Mostly true C. Partly true D. Mostly false E. Completely false
16.	I feel I can go to my teachers with the things that are on my mind.	A. Always B. Often C. Sometimes D. Seldom E. Never

PUPIL INFORMATION PROFILE

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Circle the letter next to the most accurate choice.

The following questions should be asked of sixth graders.

1. My teachers care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

2. My mother cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

3. My father cares how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

4. I care how well I am doing with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

5. My parents help me with my schoolwork.
   A. Always
   B. Usually
   C. Sometimes
   D. Seldom
   E. Never

6. I enjoy and am interested in

	Very much	A great deal	Some	Very little	Not at all
Reading					
Arithmetic					
Language Arts					
School					

7. I am usually eager to go to school.
   A. Completely true
   B. Mostly true
   C. Partly true/ false
   D. Mostly false
   E. Completely false

MSDE REIS FORM 082 02-11/76

8.	Most of my teachers are very friendly and understanding.	A. Completely true B. Mostly true C. Partly true/ false D. Mostly false E. Completely false
9.	How many books did you read last summer?	A. None B. 1 to 3 C. 4 to 6 D. 7 to 9 E. 10 or more
10.	My teachers really make me think.	A. Completely true B. Mostly true C. Partly true/false D. Mostly false E. Completely false
11.	My parents expect me to do well in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
12.	When I work hard in school, I do better in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
13.	How well I do in school depends on my good luck.	A. Strongly agree B. Agree C. Don't know D. Disagree E. Strongly disagree
14.	I often feel lost in school.	A. Always B. Usually C. Sometimes D. Seldom E. Never
15.	My teachers care how well I am getting along.	A. Completely true B. Mostly tr C. Partly tru D. Mostly fals E. Completely false
16.	I feel I can go to my teachers with the things that are on my mind	A. Always B. Often C. Sometimes D. Seldom E. Never

PUPIL STATISTICAL QUESTIONNAIRE
(To be filled out by the teacher)

School Name_____ School No._____

Teacher Name_____ Teacher No._____

Student Name_____ Student No._____

- -

(perforated)

School No._____ Teacher No._____ Student No._____

Directions: Either fill in the blank space or place a check mark (✓) in the space next to the most accurate choice.

1. The student is in grade . . . _____ (fill in)

2. The student's birthdate is . . . _____ _____ _____
month date year

3. The student is . . .
____ A. male
____ B. female

4. The student is . . .
____ A. black
____ B. white
____ C. American Indian
____ D. oriental
____ E. Puerto Rican
____ F. Mexican American
____ G. other

5. and 6. What work does the student's father (Item 5) and the student's mother (Item 6) do? You probably will not find their exact job listed, but mark the choice closest to what describes their work.

	Item 5 Father		Item 6 Mother
a. Technical--draftsman, surveyor, medical or dental technician	_____	a	_____
b. Official--manufacturer, officer in large company, banker	_____	b	_____

MSDE INST 082 07-03/77

5. and 6. What work does the student's father (Item 5) and the student's mother (Item 6) do? . . . (Cont'd)

	Item 5 Father		Item 6 Mother
c. Manager--sales, office, store, factory supervisor	_____	c	_____
d. Salesman	_____	d	_____
e. Farm or Ranch Manager or Owner	_____	e	_____
f. Farm Worker	_____	f	_____
g. Workman or Laborer--factory or mine worker, fisherman, longshoreman, domestic, etc.	_____	g	_____
h. Professional--accountant, clergy, doctor, lawyer, teacher, artist, social worker, etc.	_____	h	_____
i. Skilled Worker or Foreman--baker, carpenter, mechanic, enlisted in armed forces, tailor, plumber, etc.	_____	i	_____
j. Not employed	_____	j	_____

7. The student's parents are . . .

____ A. living together
____ B. separated
____ C. divorced
____ D. not applicable

8. The student is living with . . .

____ A. both parents
____ B. mother only
____ C. father only
____ D. foster parents
____ E. mother and stepfather
____ F. father and stepmother
____ G. other

9. How many years of school did the student's mother complete? (estimate, if unknown)

____ A. grade school
____ B. high school
____ C. some college or technical or business school
____ D. regular 4-year college

10. How many years of school did the student's father complete? (estimate, if unknown)

____ A. grade school
____ B. high school
____ C. some college or technical or business school
____ D. regular 4-year college

11. Total number of days pupil was absent in 1975-76 . . .

_____ (fill in)

12. In what pre-school programs has the student participated?

____ A. day care
____ B. Headstart
____ C. playgroup
____ D. nursery school
____ E. none

13. How many children are in the family?

____ A. one
____ B. two
____ C. three
____ D. four
____ E. five
____ F. six
____ G. seven
____ H. eight or more

14. In order of birth in the family, the child is . . .

____ A. first
____ B. second
____ C. third
____ D. fourth
____ E. fifth
____ F. sixth
____ G. seventh
____ H. eighth or later

15. How many people (including the student) are living in his/her home?

____ A. two
____ B. three
____ C. four
____ D. five
____ E. six
____ F. seven or more

16. How long has the student lived in his/her present home?

____ A. less than 1 year
____ B. 1 to 2 years
____ C. 2 to 3 years
____ D. 3 to 4 years
____ E. more than 4 years

17. How many schools has the student attended since he/she started first grade?

____ A. one
____ B. two
____ C. three
____ D. four
____ E. five or more

18. The student's ability to stick with school work until it is finished is . . .

____ A. outstanding
____ B. very good
____ C. good
____ D. a little weak
____ E. a little poor

19. The student's ability to plan and carry out schoolwork is . . .

____ A. outstanding
____ B. very good
____ C. good
____ D. a little weak
____ E. a little poor

20. The student's ability to concentrate on schoolwork when other activities are going on around him/her is . . .

____ A. outstanding
____ B. very good
____ C. good
____ D. a little weak
____ E. a little poor

21. The student's ability to do what teachers want him/her to do is . . .

____ A. outstanding
____ B. very good
____ C. good
____ D. a little weak
____ E. a little poor

22. The student's mother cares how well he/she is doing in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

23. The student's father cares how well he/she is doing in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

24. The student cares how well he/she is doing in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

25. The student's parents help him/her with his/her schoolwork.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

26. The student enjoys and is interested in . . .

a. Reading

____ A. very much
____ B. a great deal
____ C. some
____ D. very little
____ E. not at all

b. Arithmetic

____ A. very much
____ B. a great deal
____ C. some
____ D. very little
____ E. not at all

26. The student enjoys and is interested in . . . (Cont'd)

c. Language Arts

____ A. very much
____ B. a great deal
____ C. some
____ D. very little
____ E. not at all

d. School

____ A. very much
____ B. a great deal
____ C. some
____ D. very little
____ E. not at all

27. The student is eager to come to school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

28. I believe the student sees most teachers as being friendly and understanding.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

29. The student's parents expect him/her to do well in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

30. The student believes that if he/she works hard in school, he/she will do better in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

31. The student believes how well he/she does in school depends on good luck.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

32. The student often feels lost in school.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

33. The student believes that his/her teachers care how well he/she is getting along.

____ A. always
____ B. usually
____ C. sometimes
____ D. seldom
____ E. never

34. The student reads a lot . . .

____ A. whenever he can
____ B. sometimes
____ C. not at all

35. Does the child present a disciplinary problem?

____ A. no
____ B. yes, mild
____ C. yes, severe

TEACHER QUESTIONNAIRE

School Name _____ School No. _____

Teacher Name _____ Teacher No. _____

- -

(perforated)

School No. _____ Teacher No. _____

Directions: Circle the letter next to the most accurate choice.

1. In your opinion, what is the general reputation of your school?

   A. Among the best
   B. Above average
   C. Average or mixed
   D. Below average
   E. Poor
   F. No opinion

2. If you had a choice, how many students would be in the class you prefer to teach?

   A. 10 students or fewer
   B. 11 to 15 students
   C. 16 to 20 students
   D. 21 to 25 students
   E. 26 or more students
   F. No preference

3. If you had a choice, what would be the average ability of the students in the class you prefer to teach?

   A. High
   B. Above average
   C. Average or mixed
   D. Below average
   E. Low
   F. No preference

4. If you had a choice, what would be the average socio-economic background of the students in the class you prefer to teach?

   A. High
   B. Above average
   C. Average or mixed
   D. Below average
   E. Low
   F. No preference

5. Overall, how do you rate your students on how hard they try in school?

   A. Excellent
   B. Good
   C. Average
   D. Fair
   E. Poor
   F. I don't know

6. Overall, how do you rate the academic ability of your students?

A. High
B. Above average
C. Average
D. Below average
E. Low
F. I don't know

7. Overall, how do you rate the socio-economic background of your students?

A. High
B. Above average
C. Average
D. Below average
E. Low
F. I don't know

8. On the average, how many students are in attendance in your classroom at any one time?

A. 10 students or fewer
B. 11 to 15 students
C. 16 to 20 students
D. 21 to 25 students
E. 26 or more students
F. I don't know

9. In general, how satisfied are you with the following aspects of the school in which you presently teach?

	Excellent	Good	Average	Fair	Poor	I don't know
a. your relationship with other teachers	A	B	C	D	E	F
b. your relationship with the principal	A	B	C	D	E	F
c. resources or instructional materials available	A	B	C	D	E	F
d. your relationship with parents	A	B	C	D	E	F
e. evaluations of students	A	B	C	D	E	F
f. evaluations of teachers	A	B	C	D	E	F
g. opportunities to try out new teaching approaches	A	B	C	D	E	F
h. your role as a teacher	A	B	C	D	E	F

10. How frequently do you jointly conduct activities or lessons with another teacher or teachers for a common group of students?

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

11. On an average day, about how many hours do you spend outside of your scheduled work day in preparation for teaching or counseling?

A. None
B. One
C. Two
D. Three
E. Four or more
F. I don't know

12. On an average day, about how many hours did you spend in classroom teaching this year?

A. One or less
B. Two
C. Three
D. Four
E. Five or more
F. I don't know

	Total	Mostly	Some	Little	None	I don't know
13. To what extent are students grouped according to academic performance levels in your classroom?	A	B	C	D	E	F
14. What degree of access do students have to educational resources, such as library or media center?	A	B	C	D	E	F
15. To what extent do you use each of the following types of evaluation methods in assessing student progress?						
a. standardized tests	A	B	C	D	E	F
b. teacher-developed tests	A	B	C	D	E	F
c. student self-evaluations	A	B	C	D	E	F
d. teacher judgments	A	B	C	D	E	F
16. How do the following descriptions apply to most of the classes you teach?						
a. all students work at approximately the same pace	A	B	C	D	E	F
b. students are divided into two or three groups working at different paces	A	B	C	D	E	F
c. students are divided into four or more groups working at different paces	A	B	C	D	E	F
d. each student works at his/her own pace	A	B	C	D	E	F

17. To what extent are your instructional objectives similar to those which seem to be reflected in the Iowa Tests of Basic Skills tests?

	Total	Mostly	Some	Little	None	I don't know
a. vocabulary	A	B	C	D	E	F
b. reading comprehension	A	B	C	D	E	F
c. language	A	B	C	D	E	F
d. mathematics	A	B	C	D	E	F

18. Apart from any time on official assignment in guidance, how many hours a week do you spend in individual or group counseling, both formal and informal?

A. None
B. One or two
C. Three to five
D. Six to ten
E. Eleven or more
F. I don't know

19. Teachers at the school are friendly and can be approached by students with little or no difficulty.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

20. Teachers at the school show much school spirit.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

21. Teachers at the school volunteer to be part of student school-related activities.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

22. Teachers spend time after school with students who have individual problems.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

23. Overall, how would you rate the leadership ability of the teachers in this school?

A. Excellent
B. Good
C. Average
D. Fair
E. Poor
F. I don't know

24. Rate the school site administration on the following dimensions:	Excellent	Good	Average	Fair	Poor	I don't know
a. support for teaching staff	A	B	C	D	E	F
b. group involvement in school decision-making	A	B	C	D	E	F
c. attendance and discipline of students	A	B	C	D	E	F
d. instructional leadership	A	B	C	D	E	F
e. allocation of resources	A	B	C	D	E	F
f. distribution of materials	A	B	C	D	E	F

25. How helpful is your principal regarding each of the following areas?

a. providing teachers with ways to gain new teaching ideas (e.g., through in-service training or visits to other schools)	A	B	C	D	E	F
b. backing up teachers on student discipline matters	A	B	C	D	E	F
c. supporting special projects you may wish to undertake	A	B	C	D	E	F
d. relations with parents and the community	A	B	C	D	E	F
e. record-keeping	A	B	C	D	E	F

26. The principal provides a school program (services, etc.) which meets the major needs of my students.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

27. The principal utilizes his/her teaching staff efficiently.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

28. The principal listens a lot to what teachers have to say.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

29. The principal looks out for the personal welfare of teachers.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

30. The principal is there when a teacher needs him/her.

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never
F. I don't know

31. Overall, how would you rate the leadership ability of the principal of this school?

A. Excellent
B. Good
C. Average
D. Fair
E. Poor
F. I don't know

TEACHER STATISTICAL QUESTIONNAIRE

School Name_____School No._____

Teacher Name_____Teacher No._____

(perforated)

School No. _____Teacher No._____

Directions: Place a check mark (✓) next to the most accurate choice.

1. What is your sex?

___ A. male
___ B. female

2. How old were you on your last birthday?

___ A. under 26
___ B. 26 to 35
___ C. 36 to 45
___ D. 46 to 55
___ E. 56 to 65

3. Where have you spent most of your life?

___ A. a city in Maryland
___ B. a suburb in Maryland
___ C. a town in Maryland
___ D. another state in the U.S.
___ E. in Puerto Rico or another U.S. possession
___ F. in Mexico
___ G. in Canada
___ H. in a country other than the U.S., Canada, or Mexico

4. How many years of school did your father complete?

___ A. none, or some grade school
___ B. finished grade school
___ C. some high school
___ D. finished high school
___ E. technical or business school after high school
___ F. some college, but less than 4 years
___ G. graduated from a regular 4-year college
___ H. attended graduate or professional school
___ I. don't know

5. How many years of school did your mother complete?

____ A. none, or some grade school
____ B. finished grade school
____ C. some high school
____ D. finished high school
____ E. technical or business school after high school
____ F. some college, but less than 4 years
____ G. graduated from a regular 4-year college
____ H. attended graduate or professional school
____ I. don't know

6. What work does (did) your father do? You probably will not find his exact job listed, but mark the answer space corresponding to the one that is closest?

____ A. technical--such as draftsman, surveyor, medical or dental technician, etc.
____ B. official--such as manufacturer, officer in a large company, banker, official or inspector, etc.
____ C. manager--such as sales manager, store manager, office manager, factory supervisor, etc.
proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
____ D. semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
service worker--such as a barber, waiter, etc.
protective worker--such as policeman, detective, sheriff, fireman, etc.
____ E. salesman--such as real estate or insurance salesman, factory representative, etc.
____ F. farm or ranch manager or owner
____ G. farm worker on one or more than one farm
____ H. workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman

6. What work does (did) your father do? . . . (Cont'd)

___ I. professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
___ J. skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
___ K. don't know

7. What work does (did) your mother do? You probably will not find her exact job listed, but mark the answer space corresponding to the one that is closest.

___ A. technical--such as medical or dental technician
___ B. official--such as officer in a large company, banker
___ C. manager--such as store, office, or factory supervisor
proprietor--such as owner of a small business, wholesaler
___ D. clerical worker--such as bankteller, office clerk, bookkeeper
service worker--such as waitress, beautician
protective worker--such as policewoman
semi-skilled--such as bus or cab driver
___ E. saleswoman--such as real estate or insurance saleswoman
___ F. farm or ranch manager or owner
___ G. workwoman or laborer--such as filling station attendant
___ H. professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
___ I. skilled worker--such as a baker, carpenter
___ J. homemaker
___ K. don't know

8. What is the highest earned college degree you hold? Do not report honorary degrees.

____ A. no degree
____ B. a degree or diploma based on less than 4 years work
____ C. a Bachelor's degree
____ D. a Master's degree
____ E. Professional or Specialist diploma (sixth year)
____ F. a Doctor's degree

9. How many credits of college work have you had beyond your highest degree?

____ A. none
____ B. 1 to 10 semester hours
____ C. 11 to 20 semester hours
____ D. 21 to 30 semester hours
____ E. 31 or more semester hours

10. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took most work.

____ A. agriculture
____ B. biological science
____ C. business-commercial
____ D. education: elementary
____ E. education: secondary
____ F. English or journalism
____ G. foreign language
____ H. home economics
____ I. industrial arts
____ J. mathematics
____ K. music-art
____ L. philosophy
____ M. physical education-health
____ N. physical science
____ O. psychology
____ P. social sciences, including history
____ Q. vocational or technical education
____ R. special education
____ S. other
____ T. I did not go to college

11. When you attended that institution, approximately how many of the students were white?

____ A. all
____ B. 90-99 percent
____ C. 75-89 percent
____ D. 50-74 percent
____ E. 25-49 percent
____ F. 10-24 percent
____ G. 1-9 percent
____ H. none

12. What was your major field of study in graduate school? (Omit this question if inappropriate.)

____ A. reading
____ B. math
____ C. language arts
____ D. testing and guidance
____ E. administration and supervision
____ F. curriculum
____ G. elementary education
____ H. special education
____ I. social foundation

13. Have you taken any recent (in last three years) inservice courses in the area of:

a. reading

____ A. yes
____ B. no

b. language arts

____ A. yes
____ B. no

c. math

____ A. yes
____ B. no

14. As of June 1977, what was the <u>total number of years</u> of full-time teaching experience you have had? (Consider counseling as teaching experience.)

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

15. As of June 1977, what was the number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.)

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

16. What type of State teaching certification do you have?

____ A. noncertified
____ B. provisional certification
____ C. standard certification
____ D. advanced professional

17. Have you ever attended any summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

____ A. no
____ B. yes, 1
____ C. yes, 2 or more

18. What will be your total annual salary from this school system this year? (Estimate supplements from last year.)

____ A. $7,000 to $7,999
____ B. $8,000 to $8,999
____ C. $9,000 to $9,999
____ D. $10,000 to $10,999
____ E. $11,000 to $11,999
____ F. $12,000 to $12,999
____ G. $13,000 to $13,999
____ H. $14,000 to $14,999
____ I. $15,000 or more

19. What is your employment status in this school system?

____ A. I have tenure
____ B. I have a regular full-time appointment, but not on tenure
____ C. I am a substitute teacher on temporary assignment

20. Are you a member of any national honorary society, such as Kappa Delta Pi or Phi Beta Kappa?

____ A. yes
____ B. no

21. Do you read regularly any national educational or subject matter journals, such as the NEA Journal, The Nation's Schools, The English Journal, etc.?

____ A. no, not regularly
____ B. yes, 1 regularly
____ C. yes, 2 regularly
____ D. yes, 3 or more regularly

22. What is the average class size you have taught over the last three years of your teaching career?

____ A. 5 or below
____ B. 6 to 10
____ C. 11 to 14
____ D. 15 to 20
____ E. 21 to 24
____ F. 25 to 29
____ G. 30 to 34
____ H. 35 to 39
____ I. 40 or above

23. About how many hours a day do you spend outside of your scheduled work day in preparation for teaching or counseling?

____ A. none
____ B. 1
____ C. 2
____ D. 3
____ E. 4 or more

24. What type of class do you most like to teach?

____ A. a high ability group
____ B. an average ability group
____ C. a low ability group
____ D. a mixed ability group
____ E. I have no preference

25. Which grade(s) are you teaching this year?

____ A. K
____ B. 1
____ C. 2
____ D. 3
____ E. 4
____ F. 5
____ G. 6
____ H. 7
____ I. 8

26. Which one of the following most accurately applies to you?

____ A. I usually plan and teach my lessons by myself
____ B. I often take turns with other teachers in planning and presenting lessons to students
____ C. I often work together with other teachers in planning lessons, but present them mostly to my own classes
____ D. I often work with other teachers to jointly plan and present lessons to a combined group of students
____ E. other (please specify) _____
_____
_____

27. To what extent are students grouped according to academic performance levels in your classroom?

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

28. How often would you say instructional materials are shared among teachers at your school in your subject area?

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

29. What degree of access do students have to educational resources, such as media center or library?

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

30. To what extent do you use each of the following types of evaluation methods in assessing student progress:

a. standardized tests

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

b. teacher-developed tests

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

c. student self-evaluations

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

d. teacher judgments

____ A. total
____ B. mostly
____ C. some
____ D. little
____ E. none
____ F. I don't know

31. How frequently do you jointly conduct activities or lessons with another teacher or teachers for a common group of students?

____ A. at least once a day
____ B. several times a week
____ C. once a week
____ D. once or twice a month
____ E. less than once a month

32. How often do students seek your help outside classtime?

____ A. every day
____ B. few per week
____ C. once a week
____ D. few per month
____ E. never

33. How many different parents per month visit your classroom of their own volition?

____ A. more than 10
____ B. 6-10
____ C. 3-5
____ D. 1-2
____ E. none

34. In general, how would you rank the level of competence of the other professional teachers in your school?

____ A. excellent
____ B. above average
____ C. average
____ D. below average
____ E. poor

35. What percentage of the principal's time do you perceive as being spent on administrative leadership?

____ A. 0-20 percent
____ B. 21-40 percent
____ C. 41-60 percent
____ D. 61-80 percent
____ E. 81-100 percent

36. What percentage of the principal's time do you perceive as being spent on instructional leadership?

____ A. 0-20 percent
____ B. 21-40 percent
____ C. 41-60 percent
____ D. 61-80 percent
____ E. 81-100 percent

37. The Maryland Statewide Accountability Law was enacted in 1972; do you feel it has affected the curriculum content which you stress in:

a. language

____ A. yes
____ B. no

b. math

____ A. yes
____ B. no

c. reading

____ A. yes
____ B. no

d. vocabulary

____ A. yes
____ B. no

PRINCIPAL QUESTIONNAIRE

School Name_____ School No._____

Principal Name_____ Principal No._____

(perforated)

School No. _____ Principal No. _____

Directions: Circle the letter next to the most accurate choice.

1. Which best describes the pupils served by this school?
   A. All children of professional and white-collar workers
   B. Mostly children of professional and white-collar workers
   C. Mostly children of factory and other blue-collar workers
   D. All children of factory and blue-color workers
   E. Children of rural families
   F. I don't know

2. How would you characterize your students with regard to their motivation to achieve academically?
   A. Highly motivated
   B. Moderately motivated
   C. Somewhat motivated
   D. Not motivated
   E. I don't know

3. How would you classify your students' social adjustment?
   A. Excellent
   B. Above average
   C. Average or mixed
   D. Below average
   E. Poor
   F. I don't know

4. a. Is there a problem of destruction of school property?
   A. Yes, severe
   B. Yes, moderate
   C. Yes, slight
   D. None
   E. I don't know

   b. Is there a problem of impertinence and discourtesy to teachers?
   A. Yes, severe
   B. Yes, moderate
   C. Yes, slight
   D. None
   E. I don't know

   c. Is there a problem of tension between racial or ethnic groups?
   A. Yes, severe
   B. Yes, moderate
   C. Yes, slight
   D. None
   E. I don't know

d. Is there a problem of stealing of a serious nature (money, etc.)?

A. Yes, severe
B. Yes, moderate
C. Yes, slight
D. None
E. I don't know

e. Is there a problem of physical violence against teachers?

A. Yes, severe
B. Yes, moderate
C. Yes, slight
D. None
E. I don't know

5. a. Teachers' closest friends are faculty members at this school.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

b. Teachers know the family backgrounds of other faculty members.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

c. Teachers exert group pressure on non-conforming faculty members.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

d. The morale of the teachers is high.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

e. Teachers help select which curriculum will be taught.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

6. Teachers spend extra hours working with students on student-school-related problems.

A. Always
B. Usually
C. Sometimes
D. Seldom

7. a. Teachers hold regular parent conferences.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

b. Teachers and parents communicate in a positive manner at PTA meetings.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

c. Parents and teachers work jointly on extra-curricular activities in the school.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

8. To what extent does the faculty have control over program changes in the school?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

9. a. As principal, you stay after school to help teachers finish their work.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

b. As principal, you make all class-scheduling decisions.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

c. As principal, you schedule the work for the teachers.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

d. As principal, you explain reasons for criticism to teachers.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

e. As principal, you look out for personal welfare of teachers.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

f. As principal, you maintain definite standards of performance for your teachers.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

g. As principal, you take necessary action when problems arise.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

h. As principal, you get group approval on important matters before going ahead.

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

10. In your view how influential are the following persons or groups in determining the criteria which you use to judge how well or poorly teachers are doing in teaching reading and mathematics?

a. Superintendent or assistant superintendent.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

b. You, as principal.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

c. Assistant principal, if any.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

d. The faculty of the school.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

e. Individual teachers in the reading program.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

f. Individual teachers in the mathematics program.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

g. District-wide committees.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

h. Parents.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

i. Students.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

j. Local Board of Education.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

11. Compared to all the other factors influencing the situation, how influential are you, as principal, in the following matters?

a. Carrying out the policies of the Local Board of Education at the school level.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

b. Determining specific methods used by teachers in their daily classroom work.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

c. Maintaining or achieving good morale and behavior on the part of pupils in the school.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

d. Helping weaker teachers improve the quality of their work with pupils.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

e. Maintaining or achieving good attitudes toward the school on the part of parents.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

f. Maintaining or achieving good teacher morale.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

g. Developing and/or adopting improved curricula or programs in the school.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

h. Raising the level of achievement of pupils who are weak in reading and arithmetic.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

i. Recommending teachers for permanent tenure.

A. Extremely influential
B. Very influential
C. Moderately influential
D. Slightly influential
E. Not at all influential
F. I don't know

12. a. To what extent are the roles and responsibilities of your staff and faculty clearly defined?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

b. To what extent are the roles and responsibilities of your staff and faculty operational in the school?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

13. a. To what extent do you encourage the use of uniform procedures by your staff and faculty in the school?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

b. To what extent do you ask your staff to follow standard rules and regulations?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

c. To what extent do you keep your faculty and staff working together as a team?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

d. To what extent do you find time to listen to your faculty and staff?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

e. To what extent are the faculty meetings principal/ teacher report meetings?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

f. To what extent do teachers talk about leaving the school system?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

g. To what extent does the faculty have a say as to how school funds are allocated in the school?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

14. To what extent do you have control over program changes in the school?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

15. How frequently do you hold group meetings with parents?

A. Always
B. Usually
C. Sometimes
D. Seldom
E. Never
F. I don't know

16. How frequently do you provide bulletins to parents on school activities?

A. Month by month
B. Every two months
C. Every three months
D. Twice a year
E. Once a year
F. I don't know

PRINCIPAL STATISTICAL QUESTIONNAIRE

School Name_____ School No._____

Principal Name_____ Principal No._____

(perforated)

School No._____ Principal No._____

Directions: Place a check mark (✓) next to the most accurate choice.

1. What is your sex?

____ A. male
____ B. female

2. How old were you on your last birthday?

____ A. under 26
____ B. 26 to 35
____ C. 36 to 45
____ D. 46 to 55
____ E. 56 to 65

3. Where have you spent most of your life?

____ A. a city in Maryland
____ B. a suburb in Maryland
____ C. a town in Maryland
____ D. another state in the U.S.
____ E. in Puerto Rico or another U.S. possession
____ F. in Mexico
____ G. in Canada
____ H. in a country other than the U.S., Canada, or Mexico

4. How many years of school did your father complete?

____ A. none, or some grade school
____ B. finished grade school
____ C. some high school
____ D. finished high school
____ E. technical or business school after high school
____ F. some college, but less than 4 years
____ G. graduated from a regular 4 year college
____ H. attended graduate or professional school
____ I. don't know

5. How many years of school did your mother complete?

____ A. none, or some grade school
____ B. finished grade school
____ C. some high school
____ D. finished high school
____ E. technical or business school after high school
____ F. some college, but less than 4 years
____ G. graduated from a regular 4 year college
____ H. attended graduate or professional school
____ I. don't know

6. What work does (did) your father do? You probably will not find his exact job listed, but mark the answer space corresponding to the one that is closest.

____ A. technical--such as draftsman, surveyor, medical or dental technician, etc.
____ B. official--such as manufacturer, officer in a large company, banker, official or inspector, etc.
____ C. manager--such as sales manager, store manager, office manager, factory supervisor, etc.
proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
____ D. semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
service worker--such as a barber, waiter, etc.
protective worker--such as policeman, detective, sheriff, fireman, etc.
____ E. salesman--such as real estate or insurance salesman, factory representative, etc.
____ F. farm or ranch manager or owner
____ G. farm worker on one or more than one farm

6. What work does (did) your father do? . . . (Cont'd)

____ H. workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman
____ I. professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
____ J. skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
____ K. don't know

7. What work does (did) your mother do? You probably will not find her exact job listed, but mark the answer space corresponding to the one that is closest.

____ A. technical--such as medical or dental technician
____ B. official--such as officer in a large company, banker
____ C. manager--such as store, office, or factory supervisor
proprietor--such as owner of a small business, wholesaler
____ D. clerical worker--such as bankteller, office clerk, bookkeeper
service worker--such as waitress, beautician
protective worker--such as policewoman
semi-skilled--such as bus or cab driver
____ E. saleswoman--such as real estate or insurance saleswoman
____ F. farm or ranch manager or owner
____ G. workwoman or laborer--such as filling station attendant
____ H. professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
____ I. skilled worker--such as a baker, carpenter
____ J. homemaker
____ K. don't know

8. What is the highest earned college degree you hold? Do not report honorary degrees.

____ A. no degree
____ B. a degree or diploma based on less than 4 years work
____ C. a Bachelor's degree
____ D. a Master's degree
____ E. Professional or Specialist diploma (sixth year)
____ F. a Doctor's degree

9. How many credits of college work have you had beyond your highest degree?

____ A. none
____ B. 1 to 10 semester hours
____ C. 11 to 20 semester hours
____ D. 21 to 30 semester hours
____ E. 31 or more semester hours

10. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took most work.

____ A. agriculture
____ B. biological science
____ C. business-commercial
____ D. education: elementary
____ E. education: secondary
____ F. English or journalism
____ G. foreign language
____ H. home economics
____ I. industrial arts
____ J. mathematics
____ K. music-art
____ L. philosophy
____ M. physical education-health
____ N. physical science
____ O. psychology
____ P. social sciences, including history
____ Q. vocational or technical education
____ R. special education
____ S. other
____ T. I did not go to college

11. When you attended that institution, how many of the students were white?

____ A. all
____ B. 90-99 percent
____ C. 75-89 percent
____ D. 50-74 percent
____ E. 25-49 percent
____ F. 10-24 percent
____ G. 1-9 percent
____ H. none

12. What was your major field of study in graduate school? (Omit this question if inappropriate)

____ A. reading
____ B. math
____ C. language arts
____ D. testing and guidance
____ E. administration and supervision
____ F. curriculum
____ G. elementary education
____ H. special education
____ I. social foundation

13. Have you taken any recent (within last three years) inservice training or courses in the area of:

a. supervision

____ A. yes
____ B. no

b. tests and measurements

____ A. yes
____ B. no

c. reading

____ A. yes
____ B. no

d. math

____ A. yes
____ B. no

e. language arts

____ A. yes
____ B. no

14. As of June 1977, what was the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.)

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

15. As of June 1977, what was the number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.)

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

16. What type of State teaching certification do you have? (Please check those areas that apply.)

____ A. provisional
____ B. standard
____ C. advanced professional
____ D. elementary principal certificate
____ E. secondary principal certificate
____ F. elementary supervisor
____ G. secondary supervisor

17. Have you ever attended any summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

____ A. no
____ B. yes, 1
____ C. yes, 2 or more

18. What will be your total annual salary from this school system this year? (Estimate supplements from last year.)

____ A. $12,000 to $14,999
____ B. $15,000 to $17,999
____ C. $18,000 to $20,999
____ D. $21,000 to $23,999
____ E. $24,000 to $26,999
____ F. $27,000 to $29,999
____ G. $30,000 to $32,999
____ H. $33,000 to $35,999
____ I. $36,000 or more

19. What is your employment status in this school system?

____ A. I am on a tenured appointment
____ B. I have a regular full-time appointment, but not on tenure

20. Are you a member of any national honorary society, such as Kappa Delta Pi or Phi Beta Kappa?

____ A. yes
____ B. no

21. Do you read regularly any national educational or subject matter journals, such as the NEA Journal, The Nation's Schools, The English Journal, etc.?

____ A. no, not regularly
____ B. yes, 1 regularly
____ C. yes, 2 regularly
____ D. yes, 3 or more regularly

22. How many years have you held the position of principal?

____ A. 1 year
____ B. 2 to 5 years
____ C. 6 to 10 years
____ D. 11 to 15 years
____ E. more than 15 years

23. How many years have you been principal of your present school?

____ A. 1 year
____ B. 2 to 5 years
____ C. 6 to 10 years
____ D. 11 to 15 years
____ E. more than 15 years

24. a. What percentage of your time do you spend on administrative leadership?

____ A. 0-20 percent
____ B. 21-40 percent
____ C. 41-60 percent
____ D. 61-80 percent
____ E. 81-100 percent

b. What percentage of your time do you spend on instructional leadership?

____ A. 0-20 percent
____ B. 21-40 percent
____ C. 41-60 percent
____ D. 61-80 percent
____ E. 81-100 percent

25. In general, how would you rank the level of competence of the professional teachers in your school?

____ A. excellent
____ B. above average
____ C. average
____ D. below average
____ E. poor

TEACHER AIDE STATISTICAL QUESTIONNAIRE

School No. _____ Aide No. _____

Directions: Place a check mark (✓) next to the most accurate choice.

1. What is your sex?

____ A. male
____ B. female

2. How old were you on your last birthday?

____ A. under 26
____ B. 26 to 35
____ C. 36 to 45
____ D. 46 to 55
____ E. 56 to 65

3. Where have you spent most of your life?

____ A. a city in Maryland
____ B. a suburb in Maryland
____ C. a town in Maryland
____ D. another state in the U.S.
____ E. in Puerto Rico or another U.S. possession
____ F. in Mexico
____ G. in Canada
____ H. in a country other than the U.S., Canada, or Mexico

4. How many years of school did your father complete?

____ A. none, or some grade school
____ B. finished grade school
____ C. some high school
____ D. finished high school
____ E. technical or business school after high school
____ F. some college, but less than 4 years
____ G. graduated from a regular 4-year college
____ H. attended graduate or professional school
____ I. don't know

MSDE INST FORM 082 09 04/77

5. What is the highest level of education that you have completed?

____ A. 8th grade
____ B. some high school
____ C. high school diploma
____ D. some college
____ E. college degree
____ G. graduate degree

6. If you went to college, what was your major field of study in undergraduate school? If you had two majors, mark the one in which you took the most work.

____ A. agriculture
____ B. biological science
____ C. business-commercial
____ D. education: elementary
____ E. education: secondary
____ F. English or journalism
____ G. foreign language
____ H. home economics
____ I. industrial arts
____ J. mathematics
____ K. music-art
____ L. philosophy
____ M. physical education-health
____ N. physical science
____ O. psychology
____ P. social sciences, including history
____ Q. vocational or technical education
____ R. special education
____ S. other

7. As of June 1977, what will be the total number of years of full-time experience you have had as an aide?

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

8. As of June 1977, what will be the number of years of full-time experience as an aide in this school?

____ A. none
____ B. 1 or 2
____ C. 3 or 4
____ D. 5 to 9
____ E. 10 to 14
____ F. 15 to 19
____ G. 20 to 29
____ H. 30 or more

9. Have you received any special training for your job?

____ A. yes
____ B. no

a. If yes, by whom?

____ A. teacher
____ B. principal
____ C. county administration
____ D. college

b. If yes, what kind?

____ A. workshops
____ B. courses
____ C. training on a one-to-one basis

10. Have you taken any recent (in last three years) in-service courses in the area of:

a. Reading

____ A. yes
____ B. no

b. Language

____ A. yes
____ B. no

c. Math

____ A. yes
____ B. no

11. Have you ever attended any summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

____ A. no
____ B. yes, 1
____ C. yes, 2 or more

12. What is your employment status in this school system?

___ A. part-time volunteer
___ B. full-time volunteer
___ C. part-time paid employee
___ D. full-time paid employee

a. If you are employed, what will be your total annual salary from this school system this year?

___ A. below $4,000
___ B. $4,000 to $4,999
___ C. $5,000 to $5,999
___ D. $6,000 to $6,999
___ E. $7,000 to $7,999
___ F. $8,000 to $8,999
___ G. $9,000 to $9,999
___ H. $10,000 or more

b. What funds are you employed under?

___ A. Title I
___ B. county
___ C. state

13. Do you read regularly any national educational or subject matter journals such as the NEA Journal, The Nation's Schools, The English Journal, etc.?

___ A. no, not regularly
___ B. yes, 1 regularly
___ C. yes, 2 regularly
___ D. yes, 3 or more regularly

14. What grade(s) are you working with this year?

___ A. K
___ B. 1
___ C. 2
___ D. 3
___ E. 4
___ F. 5
___ G. 6
___ H. 7
___ I. 8

15. What is the average number of children that you work with during a day?

____ A. 5 or below
____ B. 6 to 10
____ C. 11 to 14
____ D. 15 to 20
____ E. 21 to 24
____ F. 25 to 29
____ G. 30 to 34
____ H. 35 to 39
____ I. 40 or above

16. What type of children do you most often work with?

____ A. a high ability group
____ B. an average ability group
____ C. a low ability group
____ D. a mixed ability group

17. What types of services do you perform? (Check all that apply to you.)

____ A. working with individual children on a one-to-one basis (tutoring activities)
____ B. working with small groups of children on drill work
____ C. listening to children read
____ D. teaching reading or math to small groups of children
____ E. teaching reading or math to the whole class
____ F. correcting papers and record keeping
____ G. making charts or other visual aids for the teacher
____ H. supervision of children on playground or lunchroom
____ I. diagnostic work

18. If you work with children on the academic level in the classroom, how many hours a day do you spend in preparation for this?

____ A. none
____ B. 1
____ C. 2
____ D. 3
____ E. 4 or more

SCHOOL SITE SURVEY

School No. _____

1. Do you have sufficient appropriate textbooks on all necessary reading levels in your school in:

   Reading _____ Arithmetic _____ Language _____

2. What is the average age of textbooks furnished to your students? _____

3. Is there an all day kindergarten in your school?

   ____ A. no
   ____ B. yes, for some of the children
   ____ C. yes, for all the children

4. Which best describes the location of your school?

   ____ A. in a rural area
   ____ B. in a residential suburb
   ____ C. in an industrial suburb
   ____ D. in a small town (5,000 or less)
   ____ E. in a city of 5,000 to 50,000
   ____ F. in a residential area of a larger city (over 50,000)
   ____ G. in the inner part of a larger city (over 50,000)

5. About what percentage of the students who attended your school last year are still attending your school?

   _____

6. What percentage of your students this year are transfers from another school?

   A. In city transfer _____

   B. In state transfer _____

   C. Out of state transfer _____

7. Approximately how long is the academic school day for pupils? (Do not count lunch time.)

   _____

MSDE INST FORM 082 08 04/77

8. On the average, how much time does your school spend each day in the area of:

Reading _____ Math _____ Language _____

9. A. Are faculty meetings at your school primarily for communicating information?

_____

B. Does the faculty discuss curriculum and methods of instruction used in the school at faculty meetings?

_____

C. Does the faculty have decision making authority to decide on which curriculum is used and how?

_____

D. How often do you have faculty meetings? _____

E. Are the number of faculty meetings limited by negotiated agreement?

_____

10. A. Is there a PTA or similar organization at this school? _____

B. What percentage of parents are members? _____

C. What are the number of general meetings held per year? _____

D. What is the average attendance at these meetings? _____

E. Do these groups raise money to be used at the school site? _____

F. If yes, how much was raised last year? _____

11. What is the average number of days of teacher absences? _____

12. Is there a vice-principal or assistant principal in your school?

____ A. yes, part-time
____ B. yes, full-time
____ C. no

If yes, how many years has he been a vice-principal there?

_____

13. What percentages of your time do you (as the principal) spend in the classroom?

_____

14. What percentage of your time do you spend in actual teaching? _____

15. Approximate the average number of part-time volunteer parent aides you have in your building each day?

_____

16. Record the number of staff specialists that service your school.

Part-time	Full-time		
_____	_____	A.	Reading Specialist
_____	_____	B.	Resource Teacher
_____	_____	C.	Speech and Language Specialist
_____	_____	D.	Media Specialist
_____	_____	E.	Diagnostic-Prescriptive Teacher
_____	_____	F.	Motor Development Specialist
_____	_____	G.	Psychologist
_____	_____	H.	Counselor
_____	_____	I.	Nurse
_____	_____	J.	Art Teacher
_____	_____	K.	Music Teacher
_____	_____	L.	Physical Education Teacher

17. Indicate the total number of student teachers that your school had during the 1976-77 school year.

_____

18. Indicate the total number of student teachers that your school had during the last three years.

_____

19. How many administrative assistants/secretaries/and/or typists are employed on a part-time basis in the school?

_____

20. Does your school carry out grouping of students according to ability or achievement?

____ A. yes, for all students
____ B. yes, for highest achieving students only
____ C. yes, for lowest achieving students only
____ D. no

21. Do you cross grade lines in grouping in the areas of:

Reading _____ Math _____ Language _____

22. Do you team teach subject areas? _____

If yes, which ones: _____

_____

23. Is your curriculum and program considered . . .

____ A. traditional
____ B. non-graded
____ C. open space
____ D. combination open space and non-graded

APPENDIX B

STANDARD DEVIATIONS, RELIABILITIES, AND STANDARD ERRORS OF THE PUPIL AND TEACHER QUESTIONNAIRE ITEM-SCALES

STANDARD DEVIATIONS (SD), RELIABILITIES (R), AND STANDARD ERRORS (SDE) FOR THE PUPIL INFORMATION PROFILE, BY ITEM-SCALE AND GRADE

	GRADE 1			GRADE 2			GRADE 3		
ITEM	SD	R	SDE	SD	R	SDE	SD	R	SDE
1	.79	.19	.71	.73	.34	.59	.60	.26	.51
2	.81	.23	.71	.84	.29	.71	.65	.34	.52
3	1.17	.26	1.01	1.02	.27	.87	.85	.24	.74
4	.90	.28	.77	.90	.31	.75	.83	.29	.70
5	1.28	.44	.96	1.32	.32	1.09	1.26	.39	.99
6A	1.00	.28	.85	.96	.27	.82	1.08	.26	.93
6B	1.13	.37	.90	1.18	.15	1.08	1.24	.35	1.00
6C	1.12	.31	.93	1.07	.12	1.01	1.15	.21	1.02
6D	1.00	.31	.83	.99	.30	.82	1.06	.29	.90
7	.92	.37	.73	.96	.25	.83	1.00	.34	.81
8	.65	.32	.53	.62	.17	.56	.67	.28	.57
9	.00	.00	.00	1.65	.31	1.37	1.66	.28	1.41
10	.00	.00	.00	.83	.19	.75	.77	.19	.70
11	.00	.00	.00	.00	.00	.00	.55	.13	.51
12	.00	.00	.00	.00	.00	.00	.86	.21	.76
13	.00	.00	.00	.00	.00	.00	1.57	.40	1.22
14	.00	.00	.00	.00	.00	.00	1.60	.11	1.51
15	.00	.00	.00	.00	.00	.00	.62	.16	.57
16	.00	.00	.00	.00	.00	.00	.00	.00	.00

STANDARD DEVIATIONS (SD), RELIABILITIES (R), AND STANDARD ERRORS (SDE) FOR THE PUPIL INFORMATION PROFILE, BY ITEM-SCALE AND GRADE
(Continued)

	GRADE 4			GRADE 5			GRADE 6		
ITEM	SD	R	SDE	SD	R	SDE	SD	R	SDE
1	.65	.40	.51	.61	.27	.52	.78	.36	.62
2	.50	.32	.41	.63	.33	.51	.56	.25	.49
3	1.02	.45	.75	.93	.40	.72	.93	.34	.75
4	.75	.24	.66	.82	.31	.68	.72	.45	.54
5	1.17	.40	.91	1.18	.45	.88	1.20	.30	1.01
6A	1.14	.41	.87	1.17	.41	.90	1.14	.38	.90
6B	1.14	.44	.85	1.13	.37	.90	1.19	.44	.89
6C	1.16	.34	.95	1.22	.30	1.03	1.30	.30	1.09
6D	1.21	.52	.84	1.18	.42	.90	1.24	.40	.96
7	1.07	.39	.83	1.18	.45	.87	1.10	.31	.91
8	.79	.39	.62	.83	.34	.67	.82	.45	.61
9	1.50	.42	1.14	1.48	.45	1.10	1.58	.44	1.19
10	1.01	.23	.88	.83	.29	.70	.86	.27	.73
11	.47	.13	.44	.58	.22	.51	.53	-.08	.55
12	.77	.33	.63	.81	.21	.72	.82	.29	.69
13	1.56	.44	1.17	1.53	.42	1.16	1.63	.28	1.39
14	1.43	.17	1.31	1.43	.25	1.23	1.47	.14	1.36
15	.81	.33	.66	.78	.34	.64	.92	.39	.72
16	1.20	.29	1.01	1.28	.38	1.01	1.34	.48	.97

STANDARD DEVIATIONS (SD), RELIABILITIES (R), AND STANDARD ERRORS (SDE), OF THE ITEM SCALES ON THE TEACHER ATTITUDE QUESTIONNAIRE

ITEM	SD	R	SDE	ITEM	SD	R	SDE
1	1.15	.62	.71	16D	1.34	.51	.94
2	.89	.49	.64	17A	1.04	.58	.67
3	.83	.62	.51	17B	.94	.54	.63
4	.89	.26	.76	17C	.99	.56	.65
5	1.00	.60	.63	17D	.92	.27	.78
6	.94	.52	.65	18	.70	.43	.53
7	.65	.26	.56	19	1.03	.37	.82
8	1.14	.48	.82	20	1.45	.61	.91
9A	1.50	.57	.98	21	.86	.44	.64
9B	1.08	.38	.85	22	.94	.44	.70
9C	1.18	.58	.77	23	1.23	.45	.91
9D	1.17	.48	.84	24A	1.25	.59	.80
9E	1.25	.54	.85	24B	1.09	.40	.85
9F	1.21	.32	1.00	24C	1.13	.49	.81
9G	.85	.59	.55	24D	1.32	.54	.89
9H	.85	.63	.52	24E	.92	.60	.58
10	1.08	.57	.71	24F	.91	.62	.56
11	1.16	.25	1.01	25A	.76	.37	.60
12	1.13	.50	.80	25B	.83	.52	.57
13	.85	.39	.67	25C	.82	.33	.67
14	1.19	.30	1.00	25D	1.34	.30	1.13
15A	1.46	.58	.94	25E	1.48	.61	.93
15B	1.57	.27	1.34	26	.93	.56	.62
15C	1.24	.54	.84	27	1.12	.57	.74
15D	1.25	.48	.90	28	1.25	.41	.96
16A	1.26	.53	.86	29	1.25	.58	.81
16B	1.64	.57	1.07	30	1.23	.38	.97
16C	1.27	.52	.88	31	1.28	.42	.97